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ABSTRACT

This resource manual was developed to assist Texas school districts in their efforts to address and respond to the dropout problem. A 1986 study revealed a dropout rate of 33 per cent in Texas. A task force was initiated in 1987 to study the educational and social problem and produce this manual as a step toward overcoming it. The manual has the following chapters: (1) Dropout Prevention and Recovery; (2) Effective Programs; (3) Program Types: A Problem of Category; (4) Selected Program Types: Fitting the Solution to the Problem; (5) Academic Programs; (6) Truancy and Discipline Programs; (7) School-Age Parent Programs; Substance Abuse Programs; (8) Preschool and Early prevention Programs; (9) Parent and Family Programs; (10) Multifaceted Programs, which are collaborations between the school system and community organizations or businesses; (11) Curricular and Remediation Emphasis; (12) Vocational Emphasis; (13) Support and Service Emphasis; (14) Teacher Training Programs; and (15) Multifaceted Programs whose aim is to lower the dropout rate. Selected programs representing each type are described. The appendices contain a suggested reading list and an index of dropout prevention and recovery programs. A list of about 75 references is provided. (VM)

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IMAGES

INFORMATION MANUAL OF ALTERNATIVES GUIDING EDUCATIONAL SUCCESS

TEXAS EDUCATION AGENCY

DROPOUT PREVENTION AND RECOVERY

JANUARY 1988

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PREFACE

The IMAGES resource manual has been developed to assist Texas school districts in their efforts to address and respond to the dropout problem. It is part of an on-going effort to promote collaboration and networking between school administrators, educators, and alternative program coordinators. The sole intent of this document is to facilitate the reduction of the Texas dropout rate.

Before beginning any discussion of the dropout issue, it is necessary to establish a standard definition of dropout. In accordance with the Dropout Reduction Program Act, Section 11.205(e) of the Texas Education Code (TEC), a dropout is defined as a student who:

1) does not hold a high school diploma or the equivalent;

2) is absent from the public school in which the student is enrolled for a period of 30 or more consecutive days; and,

3) whose attendance within that period at another public school or a private or parochial school cannot be evidenced.

It should be noted that there is currently no nationally accepted definition of dropout. In fact, researchers have identified this lack of a uniform definition as a key element in combating the dropout enigma. For purposes of clarification and standardization, this manual utilizes the definition mandated by the State of Texas.

INTRODUCTION

In 1984, Texas lawmakers enacted legislation mandating widespread educational reform. This reform legislation, commonly referred to as House Bill 72, included a call for reducing the statewide dropout rate. An initial study, the Texas School Dropout Survey, was completed in 1986. At that time, the information compiled by this study revealed the statistical magnitude of the dropout problem. Perhaps for the first time in the State's education history, the unsettling facts and related social and economic implications were brought sharply into focus.

The survey findings are enough to impress even the most passive observer. In 1986, the attrition rate for Texas high school students was an estimated 33 percent. The study also found that approximately three out of every ten Texas dropouts--or 152,000 young people--have completed less than nine years of schooling when they leave school. Nearly half a million Texas youth between the ages of 16 and 24 were not enrolled in school and had never completed the twelfth grade (1980).

As a result of this project, the Texas Education Agency initiated the Task Force on Dropout Prevention Study in early 1987. This resource manual is a major component of that study.

As its name suggests, IMAGES (Information Manual of Alternatives Guiding Educational Success) is designed to provide Texas educators with centralized and accessible information on successful alternative education programs. IMAGES does not dwell on statistics but offers practical information and positive guidance regarding effective programs for the prevention and recovery of school dropouts.

This manual is organized into three sections. Section One provides a summary of existing dropout research and programmatic findings. Section Two describes programs in operation around the nation which have proven effective in the prevention and recovery of dropouts. These programs are classified by specific student characteristics so that the reader may readily locate a program related to a specific need. Section Three provides an annotated description of Texas programs currently offering services to dropouts and potential dropouts. Information for Section Three reflects survey responses received from Texas school districts, the JTPA Service Delivery Areas, and sponsoring entities.

Throughout the literature, researchers voice differing conclusions regarding the dropout problem. There are certainly no simple solutions. As the reader studies the various approaches in this document, two observations become increasingly apparent.

The first is that dropout motives are neither simple nor easily identified. Researchers agree that no two students leave school for the exact same reasons or under the exact same conditions. Second, if there is any one factor which can truly impact the success or failure of a dropout program, it is the quality and commitment of the staff.

Just as the causes are complex, so are the solutions. For every dropout or potential dropout there are any number of reasonable responses. Identifying and implementing the **successful** response is a difficult task indeed--a task made even more difficult without the benefit of another's feedback and experience.

It is our sincere hope that IMAGES will open the door to improved communication between concerned educators who are committed to making a difference. It is only through increased awareness and shared experiences that we can look forward to a brighter future for our youth.

SECTION ONE

DROPOUT PREVENTION AND RECOVERY

DROPOUT PREVENTION AND RECOVERY

An estimated one in three Texas high school students does not graduate from high school. According to The 1986 Texas School Dropout Survey Project, the dropout rate is even higher for minorities, students from low socio-economic backgrounds, and students in urban areas. The severity and extent of the Texas dropout problem makes the development and implementation of dropout prevention and recovery programs one of the highest priorities of Texas educators.

Several challenges exists which American educators must overcome in order to develop and coordinate effective solutions to the dropout problem:

- the lack of a uniform definition of a dropout among federal, state, and local governments, public and private agencies, and school districts
- the lack of accurate and reliable dropout data, and
- the lack of information on effective dropout approaches.

Identifying the Problem

Researchers concerned with at-risk students and dropouts have analyzed the problem from several different perspectives. Most studies (GAO, 1987; McDill, Natriello, and Pallas, 1986; O'Connor, 1985; Rumberger 1981, 1987) indicate that the dropout problem is the result of a complex set of individual student, familial, peer, social, economic, and school characteristics and conditions, either in combination or in conflict with one another. Moreover, there is growing concern among educators and researchers that the current educational reform movement will further increase the number of students dropping out of school (Archer and Dresden, 1987; Hamilton, 1987; McDill, Natriello, Pallas, 1985, 1986; Mann, 1987; Rumberger, 1987; Wehlage, 1986; Wehlage and Rutter, 1987).

Stephen Hamilton, a Cornell University researcher, in "Raising Standards and Reducing Dropout Rates," states that the implementation of educational reform which emphasizes higher standards in schools will increase dropout rates if significant changes are not made in school organizational structures and classroom practices and procedures. Thus, the development of effective dropout prevention and recovery programs not only requires an understanding of the complex reasons that motivate students to leave school but also demands knowledge about effective and practical program responses.

Analyzing the Data

Julie DePauw states in Keeping Children in School that one of the most serious challenges facing American educators is the lack of accurate and reliable data about dropouts. DePauw states that

> ...because there is no standard definition of school dropouts, reporting procedures vary widely from district to district. This lack of consensus concerning who is considered a dropout seriously impedes research efforts. Accurate and useful statistics are necessary to effectively define and establish effective practices. (Depauw, 1987)

The lack of accurate data about dropouts makes it extremely difficult to ascertain why students leave school. In Promising Practices for High-Risk Youth in the Northwest Region (1986), Karen R. Green and Andrea Baker state that researchers have determined that dropping out of school is a highly individualized process.

> There is overwhelming agreement that no single factor is more important than any other in predicting who is likely to drop out of school...More important, there is general consensus that dropping out is not necessarily related to intelligence; children of all levels of ability and intelligence drop out of school.

A report by the Los Angeles Unified School District (LAUSD) warns that "all school dropouts are not necessarily the kinds of students that our stereotypes of dropouts may lead us to expect." The LAUSD report stresses that although dropouts "tend to possess some common identifiable characteristics," it is a mistake to assume that "all students possessing some of these characteristics are potential dropouts" and that "other students possessing few or none of these characteristics are not potential dropouts." This report further emphasizes that "despite the complex set of social, personal, familial, and educational factors and circumstances affecting school participation," it is still possible for schools to intervene successfully (LAUSD, 1985).

Formulating An Effective Response

The third major challenge facing educators and researchers is incomplete knowledge about effective responses to the dropout problem. Stephen Hamilton states that research on dropout prevention programs yields a "surprisingly small number of reports," most of which do not include program descriptions and data indicating program effectiveness (Hamilton, 1987).

In a related study, Green and Baker state that nearly every article and report they reviewed had "a somewhat different list of characteristics of successful intervention programs," and "only a few even attempted to organize their list into general categories" (Green and Baker, 1986). According to Dale Mann, a Columbia University researcher, "even sorting the preventive from the remedial interventions (i.e., before and after dropping out) would help, but this is seldom done" (Mann, 1987).

In "Can We Help Dropouts? Thinking About the Undoable," Dale Mann emphasizes that the construction of a framework or taxonomy "is the first step in finding out what works best: academic, vocational, or guidance approaches." According to Mann, such a framework would categorize dropout programs by distinguishing "differences among programs that may be related to differences in outcomes." However, the measurement of program differences often depends on the analysis of curriculum and other program components such as "data about objectives, learner diagnosis, program content, program delivery, resources, and pupil progress evaluation[s]" (Mann, 1986). Unfortunately, such program information is frequently unavailable due to the lack of program funds, case management procedures, evaluations, and/or longitudinal data.

The process of categorizing dropout programs is further complicated by the large number and variety of program types being used.

> A taxonomy was used recently to analyze dropout-related activities reported by a dozen U.S. public school districts...six major headings were further divided into seventy-one subcategories... [a] content analysis of [the] programs submitted... resulted in 360-plus entries scattered randomly over the major and minor headings. (Mann, 1986)

Dale Mann states that "without even addressing the outcomes question, the only thing that is clear is that most districts are doing a lot of things" and that unfortunately from the program-improvement perspective, findings related to these program efforts have not been adequately researched or analyzed. Mann concludes that "there appears to be no clear-cut, widely accepted" framework for categorizing dropout programs (Mann, 1987). Similarly, Green and Baker conclude that a set of criteria for judging the effectiveness of specific program strategies does not exist. Furthermore, Green and Baker stress that

> ...the bottom line for judging the worth of a program or course usually includes a combination of the following: reduction in dropout rate, reduction in attendance and behavior problems, and improved achievement (as measured through credit completion, GPA, test scores, etc.) But many programs lack sufficient funds or longitudinal data even to evaluate their efforts systematically on that basis. Beyond these obvious goals, few studies indeed have tried to link outcomes to specific strategies. (Green and Baker, 1986)

As a result, much of what is known to be effective in the prevention and recovery of dropouts is based on program descriptions and on analyses of existing dropout approaches and strategies.

EFFECTIVE PROGRAMS

Most dropout reports and studies base their recommendations for dropout intervention on what program directors and staff say works.

> Practitioners who have dedicated years to working with children who are at risk of dropping out know what works for their students, even if their districts have not been able to conduct thorough evaluations. (Green and Baker, 1986)

This section will briefly review the characteristics of effective dropout programs most often cited by researchers and dropout prevention and recovery practitioners.

Shared Characteristics

Researchers and educators usually describe successful dropout intervention efforts by listing the common characteristics and program services offered by different types of programs. In Promising Practices for High-Risk Youth in the Northwest Region (1986), Green and Baker reviewed eighteen effective program reports and formulated a list of shared characteristics. A summary of their findings is listed below:

> Staffing: Nearly every dropout prevention program requires qualified, caring teachers. The importance of the teacher's ability to establish rapport with individual at-risk students and develop personal relationships with them cannot be overstated.
>
> Curriculum: Most agree that the curriculum should be relevant and meaningful for high-risk students, based on real-life experiences and goals. Many emphasize personal development; ...others focus on preparation for work, incorporating basic skills remediation [with] other academic work as appropriate.
>
> Methodology: Programs should be small, with low student/teacher ratio[s]. There is almost universal agreement that instruction should be individualized in terms of pace, ability, and content. But some group work should also be included to teach appropriate group behavior

and foster social bonding. Most note the need for students to experience success; for clear expectations and standards based on realistic (attainable) goals; immediate feedback and clear, valid criteria for evaluating performance; and consistent and appropriate rewards and sanctions.

Administrative support: Many programs cite the importance of having the support and commitment of the district or main school.

Green and Baker state that many of the recommendations for effective practices for at-risk youth are similar in detail. There are, they note, a few studies and reports that stand apart from the others due to their "specificity and comprehensiveness." The next two sections will briefly review the most notable of these--the works of G. Alfred Hess and Gary Wehlage.

Effective Schools

G. Alfred Hess and his colleagues have reviewed most of the research literature concerned with the "effective schools" approach. The effective school approach emerged as a response "against the ideas...that low achievement by poor children was due to certain inherent disabilities" (Hess et al., 1987). This approach emphasizes the potential of schools to overcome the influence of student background characteristics and reduce the number of students who are not successful in school (Green and Baker, 1986).

According to Hess, the effective schools literature emphasizes the significant effect that the school staff and principal have on the quality of education offered at all schools. The impact of staff and administrators on the quality of education is especially important at inner-city schools which serve poor, minority students (Hess et al., 1987).

Hess cites the work of several researchers, most notably Edmonds, Rosenholtz, and Glenn. A summary of their findings is presented below:

1. Effective schools have strong, optimistic, disciplinarian principals who set the tone of the school, help determine pedagogy, and take personal responsibility for monitoring the level of teaching by visiting classrooms frequently.

2. Effective schools have activist parent groups that insist that minimum academic standards be met. This refers to voluntary, parent-initiated action rather than dutiful compliance with school-initiated meetings.

3. There is a hierarchy of priorities in effective schools that is not dependent on funding: explicit, clear objectives for achievement; considerable time invested in staff development so that teachers can teach the basics well; joint planning by principal and staff; and efficient scheduling of staff activities (such planning being one staff member's specific responsibility). Principals ally themselves with a bloc of effective teachers; this structure tends to ostracize or reanimate below-par teachers.

4. The atmosphere that characterizes an effective school faculty is one of consensus, under which institutional values become accepted as objective facts rather than opinions. Since values represent group concerns as well as personal commitment, there is a binding--if not moral--aspect to them that forms the basis of social control.

5. Another hallmark of effectiveness is that the teachers have a collegial (rather than isolated) and a professional (rather than commiserative) relationship with each other and with the principal.

6. Teachers in effective schools focus on raising student achievement rather than on discipline or paperwork. Effective teachers and principals continually monitor and reward student progress.

7. The physical environment is of great importance; a safe attractive building has a good psychological effect on the people in it.

8. A basic requirement for effectiveness is that the curriculum should be oriented toward basic skills, math and reading, even if this means limiting the breadth of knowledge offered in the school.

9. A key feature is the conception of the faculty as co-parents of their students. Students seek support and recognition from teachers, and playing that double role is important in nurturing the motivation of students (Hess et al., 1987).

Hess states that the key to effective schools appears to be a "mixture of forceful and charismatic leadership bolstered by staff flexibility." Furthermore,

> ...there is a delicate balance between charismatic, compelling leadership and machine-like procedure; leadership that evokes and reflects the voluntary cooperation of staff and the growth of students. (Hess et al., 1987)

It appears that a caring and committed staff and a non-threatening environment provide a nurturing program atmosphere that addresses the basic need of the dropout--a feeling that someone cares about them and that they belong. Hess concludes that perhaps the most difficult of all social formulas to codify and replicate is an effective organizational framework for directing, motivating, justifying, and evaluating the behavior of students, teachers, and administrators.

A Working Model

Gary Wehlage, a researcher at the Wisconsin Center for Educational Research, has developed a model of effective schools based on field-study evaluations of existing programs. Wehlage states that each of the programs he reviewed was

> ...shaped by local circumstances and the perceived needs of students, within the structure authorized by the school administration...while each program is unique, there are common characteristics that contribute to success with students. (Wehlage, 1983)

Wehlage's effective program model for at-risk students identifies four major program characteristics and the key issues associated with each. These include the following characteristics:

1. Administration and Organization
    - size
    - autonomy

20

2. Teacher Culture
    - optimism
    - extended role
    - professional accountability
    - collegiality
    - professionally rewarding

3. Student Culture
    - family atmosphere
    - cooperative learning
    - supportive peer culture

4. Curriculum and Instruction
    - individualized
    - cooperative
    - experiential

Administration and Organization: Wehlage states that effective programs for at-risk students are relatively **small in size:** 25 to 60 students and two to six faculty members. According to Wehlage, small program size provides flexibility in administration and organization, allows the faculty to develop personal relationships with each student and be more responsive to the individual needs of students.

According to Wehlage, **program autonomy** is just as important as program size. Each of the programs reviewed by Wehlage was run by a small group of teachers. Each of these programs had established its own identity by having a unique name and having its own space and facilities. Furthermore, program autonomy was evident in those programs which established and strictly enforced program standards such as program admission and dismissal criteria, curriculum, and credit arrangements. Wehlage states that program autonomy is important because

> ...it gives teachers a sense of program ownership. Teachers feel empowered. They have control over important factors that allow them to be effective with their students. They have the mandate to take initiative and respond to students in ways that are either not usually practiced, not considered appropriate, or not possible in the regular school program. The best programs empower teachers with both the authority and the responsibility to solve problems others have not been able to solve. (Wehlage, 1983)

Teacher Culture: Teacher culture refers to the set of shared beliefs, values, goals, and assumptions that guide the daily operation of a program. Foremost, Wehlage states that teachers must be **"optimistic** about student success, but realistic in the judgment of individual academic abilities." In addition, teachers must see themselves as **responsible** for the "whole child," they must deal with the psychological and social development of their students, and be concerned about the individual needs and interests of their students. Furthermore, Wehlage stresses that while teacher's academic expectations may vary, uniform expectations about behavior must be followed. Attendance, punctuality, completion of assignments, trustworthiness, and responsibility standards must be maintained. Thus, according to Wehlage teachers must be **accountable** for their student's success and failures.

Another key characteristic of teacher culture is **collegiality.** Team work, joint decision-making, sharing in successes, group activities are all essential in holding programs together. According to Wehlage, this means that building student success and an effective program take precedence over personal differences and prerogatives. Also, Wehlage states that teachers working with at-risk students must find the experience professionally and personally **rewarding.**

Student Culture: Wehlage states that students value the **family atmosphere** characteristic of most of these programs. Students appear to like programs where they feel comfortable with both the adults and the other students. More importantly, effective programs provide

> ...an accepting but not uncritical atmosphere... criticism is offered in a constructive manner and students see this as quite different from the attitudes they encounter in regular classrooms. (Wehlage, 1983)

Cooperative learning is another characteristic of effective programs. At-risk students usually have not been successful in traditional, competitive classroom situations. Cooperation is emphasized through team learning, games, tournaments, and other activities which encourage students to acknowledge their need for help and to seek peer or adult assistance.

According to Wehlage, one of the most important characteristics of an effective program is the development of a supportive peer culture. A **supportive peer or student culture** reinforces attitudes towards school, program rules, goals, and student achievement or progress. Furthermore, a supportive peer culture helps establish a sense of belonging for the individual student.

Curriculum and Instruction: Wehlage states that the **individualized** approach and the **cooperative** learning approach are essential in teaching at-risk students. More importantly, Wehlage has found that effective programs emphasize the **experiential** approach, the use of real-life situations and problems in the curriculum. Wehlage stresses that

> the most significant insight gained from [the] study was the effectiveness of an experiential curriculum. There are both classroom and non-classroom dimensions to this learning. At the heart of an experiential curriculum component is the involvement of students in community service career internships, political/social action, community study, and outdoor adventure. These activities place the student in roles different from their customary one. These new roles provide opportunities for student involvement with people and institutions not accessible in the traditional curriculum. Such experiences are designed to be educational because teachers are involved in selecting and monitoring the activities and because teachers help students reflect on what they have experienced. (Wehlage, 1983)

Wehlage states that "this model for at-risk high school students is designed to achieve a broad set of goals that will promote the interests of both the individual and society." He further states that the "programs must be attractive to youth and teachers alike" and that "an inventive curriculum can provide students with knowledge, services, and experiences that stimulate cognitive, personal, and social growth" (Wehlage, Rutter, and Turnbaugh, 1987).

Different Approaches To Common Goals

Most researchers agree that it is difficult to establish a framework of effective dropout program approaches and strategies. However, this difficulty is related to the complexity and scope of the overall problem, not to the lack of practical and effective solutions. There is a consensus among researchers that no single approach or strategy is effective for all students in difficulty. "Different students have different educational/vocational interests and different needs" (Peck et al., 1987). Andrew Hahn and his colleagues emphasize in Dropouts in America Enough is Known for Action that

> ...it is not practical to formulate broad policy customized to the individual needs of each student, but it is critical that initiatives in education and employment respond to the different segments of the youth population. Youngsters in trouble in school and at the workplace do not constitute an undifferentiated mass. Therefore, efforts to intervene on their behalf must respond to their distinct and varied needs.

Furthermore, the nested-individual, familial, peer, social, economic, and school-related problems of the dropout require a response to the student's entire life. Thus, effective interventions must begin at the earliest possible age and include a "...far greater integration and coordination of the social service, child welfare and educational systems than has been attempted up to now" (Hahn, et al., 1987).

Russell Rumberger, a University of California researcher whose most recent works have explored dropout problems and issues, suggests that a comprehensive dropout prevention and recovery strategy should include the following elements:

- different programs designed for different types of dropouts;
- an appropriate mix of educational and noneducational services in each program;
- accurate and timely identification of students with a high risk of dropping out; and
- programs designed for early prevention, late prevention [retention], and recovery. (Rumberger, 1987)

In "Can We Help Dropouts? Thinking about the Undoable," Dale Mann states that complex problems require ambitious solutions and that a comprehensive solution to the dropout problem implicates "everyone--schools, youth employment programs, civic agencies, parents, community-based organizations, business and industry." Mann describes the key elements of effective dropout programs as the four C's--cash, care, computers, and coalitions. A more thorough description of the four C's follows:

cash--basic skills teaching and learning, by itself, is not enough; but neither is putting an at-risk student to work; there needs to be a link between learning and earning; there needs to be experience with both schooling and paid employment.

care--lots of personal contact; there is no substitute for an adult's concern; programs must be small; teachers must have high expectations, use a wide range of instructional techniques, and care about student progress; students must be challenged to succeed at feasible tasks and have the opportunity to take initiative and to show responsibility.

computers--the use of computers is twofold--instructional management and student management; schools can use computers to support both teaching and learning through computer-assisted-instruction techniques (CAI); computers can be used to identify at-risk students and track their progress.

coalitions--increasing the interaction between schools and community agencies and business organizations; we need to learn from one another--sharing good practices and resources; building professional networks; coordinating efforts among agencies and organizations (Mann, 1987).

Research indicates that the successful development and implementation of dropout and recovery programs require local educators, administrators, and program directors to carefully evaluate the need for services in their area and to target their program's responses toward meeting those needs. Gary Wehlage states that "the particular details of a [dropout] program will be shaped by local circumstances, resources, and the talents of those involved" (Wehlage, 1983). Thus, it appears that effective program responses to the dropout problem are as highly individualized and complex as the problems which confront at-risk students and dropouts.

PROGRAM TYPES: A PROBLEM OF CATEGORY

This section discusses several types of dropout programs and the services and techniques most commonly used by each. As stated previously, "there appears to be no clear-cut, widely accepted" framework for categorizing dropout programs (Mann, 1987). Dale Mann suggests that dropout programs should be categorized by differences among programs that are related to differences in outcomes. This is impractical due to the complex nature and the assortment of problems facing at-risk students and dropouts and a lack of program evaluation data. Green and Baker, in their review and evaluation of program descriptions found that

> ...programs often [report] multiple focuses, indicating recognition in many cases of the variety of needs [of] at-risk youth... and the importance of providing an integrated program which enables teachers to deal with the whole child. (Green and Baker, 1987)

Thus, the comprehensive nature of most dropout programs makes it difficult to categorize these programs into exclusive and definitive groupings. A review of dropout program descriptions indicates that there are several very general criteria on which program types may be based. The five categories listed below are not meant to be a complete list of dropout program types but merely a grouping of the most identifiable differences among programs. Dropout programs are grouped most commonly by the following categories:

1. the age or grade level of students--preschool, elementary, middle/junior, high school;
2. the level of intervention--prevention, retention, recovery/re-entry;
3. targeted populations of at-risk students--teenage parents, substance abusers, truants, discipline problems;
4. the type of approaches or strategies used--peer counseling, parental involvement, tutoring, school/business partnerships; and
5. the focus of program services--academic, enrichment, remediation, counseling, multifaceted.

It is important to note that there are program components and approaches which appear to be common to most program types. As a result, considerable overlapping occurs among program categories and a great similarity exists among the types of students served, the approaches and strategies implemented, and the services and the level of intervention provided.

Grade Level

The emphasis placed on certain program elements and components varies with the age and grade level of the targeted students. Many of these age and grade differences parallel program category differences.

Preschool and Elementary Programs: Programs for pre-kindergarten and elementary school children contain many of the same elements and components which characterize prevention programs. Targeted pre-kindergarten and early childhood programs emphasize the "active participation of both the children and their parents because the parents are often young, poor, and in need of help themselves" (CED, 1987). Accordingly, effective preschool and early intervention programs should include the following components:

- parenting education of both mothers and fathers, family health care, and nutritional education;
- quality child-care arrangements for poor working parents that stress social development and school readiness;
- quality preschool programs for all disadvantaged three- and four-year olds;
- prenatal and post natal care for pregnant teens and other high-risk mothers, and follow-up health care and developmental screening for their infants;
- early and sustained intervention into the lives of at-risk children; and
- programs and policies that are tailored to meet the needs of the whole child within the context of school, family, and community (CED, 1987).

Middle and Junior High School: Middle and junior high schools represent a critical transition period for adolescents. This is the point at which many student problems become more serious and "at which dropping out is apt to occur, particularly for children who have had to repeat grades" (CED, 1987). There are several characteristics that effective middle or junior high schools appear to have in common. It is important to note that many of these characteristics are similar to those identified in the previous section on effective programs. According to the Committee for Economic Development (CED), the five fundamentals of a effective middle school are:

1. strong leadership from the principal, which includes a sense of mission and the ability to allocate resources;
2. solid structure and curriculum, including an emphasis on extracurricular activities;
3. a positive image that helps attract students and staff;
4. the development of a strong teaching and support staff; and
5. a system of accountability, rewards, and incentives for both students and staff.

Furthermore, the CED recommends that "students would benefit most if their schools undertook some of the same structural changes" needed in all public schools--changes that have been "tailored toward the particular developmental needs of the young adolescent." These structural changes include

> ...smaller schools, smaller classes, and more individualized instruction; better guidance counseling; greater parental involvement; and specialized teacher training and recruitment. (CED, 1987)

High School: At-risk high school students are the group most difficult to target with generalized program approaches. Dropout programs which target high school students need to be carefully designed to meet the particular needs and deficiencies of at-risk students and to "encourage these students to remain in school" (CED, 1987). Effective approaches used by dropout programs for high school students include:

- mentorship and intensive, sustained counseling directed toward the troubled student;
- an array of social services, including health care, family-planning education, and infant care facilities for adolescent mothers;
- concentrated remediation using individualized instruction and competency-based curricula;
- an effective school-business collaboration that provides on-going access to the mainstream economy;
- improved incentives;
- year-round schools;
- heightened accountability for dropouts at all levels of the public education system-schools, school districts, and states; and
- the involvement of parents and community organizations in dropout prevention (Hahn et al., 1987).

Moreover, programs for at-risk high school students should emphasize the use of alternative programs and "alternative schools within larger high school structures; improved guidance counseling; meaningful work experiences; and extracurricular activities" (CED, 1987).

Level of Intervention

Dropout programs can be categorized according to the primary focus of program goals--prevention, retention, or recovery. The level of intervention among programs varies according to the severity of the problems confronting individual students and the resources and services available in the local community. It is important to note that there is considerable overlap among the strategies and approaches used in each of these levels.

Prevention: Prevention programs usually focus on providing information on specific problems such as learning disabilities, sexual abuse, substance abuse, and adolescent pregnancy. These efforts also focus on identifying at-risk children and adolescents and on providing information and services that can forestall the development of more serious problems.

The Florida Department of Education (FDOE) has identified six approaches commonly used in dropout prevention programs. These are:

- alternative curricula approaches,
- counseling approaches,
- incentive approaches,
- parent involvement approaches,
- tutorial approaches, and
- work-related approaches.

There is a consensus among researchers that prevention programs should not be launched until adequate resources and services for at-risk students are in place since increased publicity and awareness will increase the number of students seeking assistance.

Retention: Intervention/retention programs focus on "the needs of identified at-risk students" (Peck, 1987). Typically, these students exhibit one or more of the characteristics common of at-risk students such as low grades, low test scores, and behavior/discipline and truancy problems. The most successful intervention/retention programs appear to be those that specifically target at-risk students and provide access to comprehensive educational, employment, health, and social services (CED, 1987).

Retention and intervention programs utilize a wide-range of program approaches and strategies. Most retention programs focus on improving the academic performance of at-risk students and on providing access to services which facilitate the student's continuation in school.

Recovery/Re-entry: Recovery/re-entry programs target those individuals who have already dropped out. According to Hahn, these programs use rehabilitative strategies to respond "to the different needs, abilities and motivations of a diverse group within the overall dropout population" (Hahn et al., 1987). Typically, recovery/re-entry programs offer many of the same services provided by prevention and retention/intervention programs. Research indicates that services for students no longer in school often include:

- alternative program settings that focus on improving motivation, skills, and self-esteem;
- alternative educational options such as GED programs;
- dropout basic skills emphasis;
- assessment and identification of individual needs and appropriate follow-up;
- vocational training/work experience combined with education in basic skills;
- linkages among service providers;
- support services--drug and alcohol education linked with housing, health, employment and training programs, and services for teenage mothers;
- private sector involvement--subsidized employment, internships, tutoring and mentorship programs, provision of facilities or funding; and
- training of staff and long term evaluation of the success of the program.

Targeted Populations

Frequently, dropout programs are targeted toward special populations with specific needs. The most common of these are included in the following list:

- pregnant students
- school-age parents
- substance abusers
- discipline or behavior problems
- migrant students

- special education students
- minority students--hispanics or blacks

Targeted programs attempt to respond to the special problems and/or conditions which may interfere with the continued education of individual students in these groups (e.g. pregnant students--health care, infant development classes). The specific program approaches and the types and level of services provided by each program vary according to local demand and the availability of resources and services.

Program Approaches and Strategies

As stated previously, a variety of factors contribute to the dropout problem. Moreover, several program approaches and strategies appear to be more effective given the specific needs of at-risk students. According to the Florida Department of Education, these are the six most common approaches and/or strategies used by dropout programs.

- alternative curricula approaches
- counseling approaches
- incentive approaches
- parent involvement approaches
- tutorial approaches
- work-related approaches

Each of these approaches or strategies focuses on a specific need of at-risk students. Alternative curricula approaches are "based upon the belief that some students need different or alternative learning environments in order to succeed in school" (FDOE, 1986).

According to the Florida Department of Education, the most common alternative curricula approaches are

- behavior modification programs
- environmental programs
- fundamental schools
- magnet schools
- schools without walls

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- schools of visual and performing arts
- street academies
- theme schools

In School Dropouts: Survey of Local Programs (1987), the U.S. General Accounting Office (GAO), reported that over ninety percent of the dropout programs included in their survey provide counseling services. Counseling programs are based on the following premise

> a healthy self concept is an essential ingredient to a student's success in school...such programs include approaches to enhance self awareness, to personalize the school environment, and to provide assistance in the understanding of feelings, and attitudes toward others. (FDOE, 1986)

Counseling services provided by dropout programs often include:

- counseling/rap room
- former dropouts counseling potential dropouts
- parent counseling
- peer counseling
- reality therapy
- student hotlines
- teachers as advisors
  (FDOE, 1986)

In addition, many dropout programs directly provide individual, group, and family counseling or provide referrals to public and private agencies which offer such services.

Incentive approaches are used to encourage student attendance and improve academic performance. According to the FDOE, incentives can be grouped into four general categories:

- attendance
- achievement

- positive role models and environmental incentives
- peer support groups.

Parent involvement approaches emphasize the importance of parental participation in their children's education. The most common parent involvement approaches include:

- home visits
- newsletters
- parent education activities
- parent-student social activities
- parent-teacher contracts
- parent volunteers
- tours of school
- welcome wagon activities (FDOE, 1986)

Tutorial approaches are used to provide the at-risk student with academic assistance. The most common tutorial approaches involve either:

- computers as tutors
- career mentors
- parents as tutors
- peer tutors
- retired or senior citizens as tutors (FDOE, 1986)

Work-related approaches focus on providing students with employment skills, training, and experience. Frequently, work-related approaches are developed and implemented with the assistance of the local business community. According to the FDOE, the most common work-related approaches are:

- career awareness/basic skills programs
- career awareness labs

- career development programs
- career fairs
- career mentors
- diversified cooperative training
- executive internships
- job fairs
- quality career education plans
- work experience

Program Services

The National Governor's Association (NGA) has identified the most common services provided by dropout programs. The NGA groups the broad range of services for at-risk students and dropouts into four general intervention areas:

1. Academic improvement including alternative schools or classes, alternative curricula and instructional techniques, and extracurricular activities;

2. Attendance improvement involving contact and follow-up with parents, rewards for attendance, and better record-keeping, frequently a computerized attendance system;

3. Personal and social adjustments involving individual or group counseling, family counseling, the use of mentors or buddies, and frequently, collaborative relationships with social service agencies to provide services to students; and

4. Career preparation and job training including career counseling and seminars on employability, internships with community service agencies or private employers, modified scheduling to permit after-school employment, and guaranteed employment upon completion of the program or a high school diploma or GED.

A study by the U.S. General Accounting Office (GAO), School Dropouts: Survey of Local Programs (1987), identifies the services most commonly offered by dropout programs included in their survey. These services are

- personal counseling
- basic education
- career counseling
- parental involvement or outreach
- assistance in obtaining social services
- job search assistance
- job skills training
- part-time employment placement
- pregnancy/parental counseling
- GED preparation
- day care
- English as a second language

The GAO study states that two types of services or interventions were reported by a an overwhelming majority (90%) of the programs: personal counseling and basic education. It appears that "multiple services are the rule, with variation in activities required for differing needs" (GAO, 1987). Most dropout programs provide services for special sub-groups such as pregnancy/parental counseling and GED preparation and assistance. However, "not all participants in a program need each service" (GAO, 1987).

Some of the program services identified by the NGA and the GAO, will be used in Section Two to describe the primary focus and services provided by academic, truancy and discipline, preschool, school-aged parent, substance-abuse, parent and family, and multifaceted programs.

SECTION TWO

DESCRIPTIONS OF PROGRAM TYPES AND SELECTED DROPOUT PREVENTION AND RECOVERY PROGRAMS

SELECTED PROGRAM TYPES

This section briefly describes seven dropout programs categories and provides descriptions of programs from around the nation which appear effective in the prevention and recovery of at-risk students and dropouts.

Fitting the Solution to the Problem

The programs presented in this section are grouped into seven general categories:

1. Academic Programs
2. Truancy and Discipline Programs
3. School-Age Parent Programs
4. Substance-Abuse Programs
5. Preschool and Early Prevention Programs
6. Parent and Family Programs
7. Multifaceted Programs

These seven categories have been selected because they either:

- describe the types of programs most commonly implemented--academic and truancy/discipline;
- target at-risk students with special needs such as school age-parents and substance abusers; or
- represent comprehensive approaches to the dropout problem--preschool, parent and family, and multifaceted programs.

It is important to note that the differences among these programs often are obscured by the comprehensive nature of many of these programs, the needs of the at-risk students targeted, the specific program components and strategies used, the types of services provided, and the level of intervention that characterizes each program.

The general discussion of each of these program types is followed by summaries of selected programs from across the United States. These programs have been selected because they either are recognized by educators, school administrators, and/or researchers as successful or they represent new and innovative approaches to solving the dropout problem. An attempt was made to include as many programs descriptions as possible. However, it was not possible to include all programs worthy of mention.

Academic Programs

Academic programs focus on at-risk students who need extra assistance in basic academic skills such as math, English and reading. Generally, these students are identified by educators as being one or more grade levels behind their classmates, having one or more failing grades, having low test scores, and being overage for their grade by one year or more.

Academic programs are usually school-based. Typically, they are established as a school-within-a-school or as an alternative school with their own separate facilities, staff, and specialized curricula. Alternative programs and schools are based on the premise that "some students need a different environment, different incentives and different instruction in order to succeed in school" (Wyoming Department of Education, n.d.). Alternative programs and schools appear to offer options not available in traditional business, vocational, bilingual, and special education programs.

An article by Robbins, Mills, and Clark, "Alternative Programs: Sometimes They Work, Sometimes They Don't" (1981), identifies several factors crucial to the development of successful alternative programs. These factors are:

1. the identification of need--the targeting of services to meet specific needs;

2. a power base--must be able to translate concern into action;

3. an action plan--plan must be designed for staff and students which meets documented needs, plan implementation requires staff;

4. staff--director who is qualified and experienced, program staff must be thoroughly competent in areas of academic content, demonstrate overriding concern for the student;

5. separate program identity--program must have a separate identity within the school;

6. process for developing program staff, student and content options--the program

must have the capacity to adapt and change, and a process which turns ideas into action;

7. recognition of individual needs--the changing needs of students, teachers, and parents must be paramount: the program must respond to changes in these needs;

8. family involvement--the family must be involved to ensure communication and to strengthen support for the student; the staff must be trained in fostering such involvement;

9. creation of a positive environment--an environment like that of a healthy family must be established, students must feel secure with specific standards and rules; teachers and students must work continuously to develop caring relationships; each student and teacher must be encouraged to grow;

10. an evaluation mechanism--designed to provide healthy criticism, data for comparison, opportunity for review, and the means for measurement of program goals;

11. incorporation into the regular school program--when possible, successful elements of the program must become a part of the "regular high school program.

In a related article, "Alternative Schools: New Findings" (1983), Eileen Foley states that exemplary alternative programs and schools are characterized by:

- a well-defined student population;

- principals who are strong academic leaders;

- diversified teacher roles which allow for increased managerial participation; and

- partial course credit, fast paced cycles, and learning contracts to enhance the student's opportunities to succeed academically.

The key to successful alternative programs and schools appears to be the small size of classes and the overall program or school. The small size of these programs appears to provide the opportunity for a more personal relationship between student and teacher, individualized instruction, variety in curriculum and teaching strategies, and the development of a student culture which allows participants to know one another, work together, foster commitment, and to give the student a sense of belonging.

The curriculum of alternative programs is focused on improving the basic skills of students. In Dropouts in America: Enough is Known for Action, Andrew Hahn and his colleagues state that

> ...research demonstrates that a remediation approach combining traditional paper and pencil materials as well as state-of-the-art computer assisted instruction, can be very effective in improving academic performance as well as generating an overall sense of competency among at-risk students. (Hahn et al., 1987)

In a similar study, Green and Baker suggest that

> ...the curriculum should be relevant and meaningful for high-risk students, based on real-life experiences and goals. Many [programs] emphasize personal development; many others focus on...incorporating basic skills remediation or other academic work as appropriate. (Green and Baker, 1987)

Most researchers agree that the small size of alternative programs provides teachers with a great deal of flexibility in the use of instructional techniques. The teaching strategies and techniques most widely used in alternative programs and schools are experiential teaching, peer counseling and peer tutoring.

Experiential teaching techniques are highly recommended by a number of educators and researchers (Green and Baker, 1986; Mann, 1987; Wehlage, 1986; Wehlage and Rutter, 1987). Experiential teaching/learning makes coursework and school more relevant to students through the use of real-life problems and practical, workable solutions. Frequently, both coursework and extracurricular activities focus on career, community, political, social, and outdoor learning situations and experiences.

Peer counseling and tutoring techniques appear to be successful in encouraging active class and school participation by at-risk students. Peer tutoring motivates students, fosters leadership and a sense of competency, and encourages positive attitudes toward school, goals, and student progress. Counseling and tutoring responsibilities also promote social bonding among students and enhance the social development of all students involved. According to the U.S. Department of Education (1986), the most effective tutoring techniques include the following elements:

- a highly structured and well-planned curricula and instructional methods;
- instruction in basic content and skills especially in arithmetic; and
- a relatively short duration of instruction (a few weeks or months).

Successful alternative programs also emphasize the extended role of teachers--working with the whole child and responding to the child's entire life. The involvement and support of a student's parents and family is a very important aspect of this strategy. Parent participation must be encouraged by teachers, counselors, and administrators. The most effective strategies involve the establishment of a positive learning environment in the home. Successful approaches include:

- asking parents to read aloud to the child, to listen to the child read, and to sign homework papers;
- encouraging parents to drill students on math and spelling and to help with homework lessons;
- encouraging parents to discuss school activities with their children and suggesting ways parents can help teach their children at home; and
- sending home suggestions for games or group activities related to the child's school work that parents and children can play together (U.S. Department of Education, 1986).

A comprehensive approach to parent and family involvement may include parent education and access to a variety of other services that support the academic program. (For a more thorough discussion of Parent and Family Programs, see page 99).

Selected Academic Programs:

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Albina Youth Opportunity School (AYOS)

contact:
Rance Spruill, Director
Albina Youth Opportunity School
3710 N. Mississippi Street
Portland, OR

students served: 100 to 125 students per year; grades 7-12, mostly grades 9-10; students referred to AYOS after school starts in the fall

description: At the Albina Youth Opportunity School (AYOS) students receive instruction and academic credit for math, algebra, personal finance, English, social studies, developmental reading, health education, physical education and a variety of mini-courses. Average class size is between 30-40 students. Classes are self-contained and subject matter is rotated rather than the student.

Classes are taught using the team-teaching concept. The staff consists of two secondary teachers, a special education teacher, two aides, and a student services person. Instruction is individualized and students receive frequent and immediate personal attention. This attention is consistent in time and quality, and is often attention that the home or regular school does not provide. Staff-members provide this attention in and out of the classroom. The staff responds immediately and in ways characteristic of individuals who have very high expectations of their charges. Attendance, student behavior, and academic work are monitored closely. Furthermore, a considerable amount of advising and counseling is provided to help the students return to regular schools. The student services person provides extended help and support to the teachers by making home visits and accompanying students on business away from school. Since most students are from low income families, the AYOS program provides a hot breakfast and lunch (Yagi, 1986).

Comprehensive Competencies Program

contact:

Remediation and Training Institute
Marketing Division
1521 Sixteenth St., N.W.
Washington, D C 20036
(202) 667-5319

students served: academically at-risk students

description: The Comprehensive Competencies Program (CCP) is a competency-based learning management system. CCP presents comprehensive academic and functional skills in individualized self-paced lesson modules. Academic competencies cover skills that range from beginning reading and math through first year college. Lesson modules cover subjects such as math, language skills, writing, literature, social studies, social science, humanities, and physical science. Functional competencies cover basic, intermediate, and advanced levels of life and independent living competency domains such as occupational knowledge, consumer economics, government and law, health, and community resources. In addition, the program provides:

- mastery tests for simple diagnosis and prescription;
- lesson assignments referencing print, audio-visual, and computer-assisted instruction materials;
- activities for supplemental individual exercises, group participation, and experience-based learning; and
- user-friendly CCP computerized systems which include:
    1. computerized information system for tracking learner characteristics, progress and outcomes, and automated test scoring;
    2. computerized analysis system for aggregating and assessing test results, participant characteristics, participation patterns and outcomes;
    3. computerized lesson assignment system for customizing and editing lesson assignments to specific programs or participant needs; and
    4. computerized program management system (CCP Brochure, 1987).

Educational Clinics Incorporated

contact: Educational Clinics Incorporated
Executive Offices
1414 Alaskan Way, Suite 515
Seattle, WA 98101
(206) 622-6980

students served: eligible students must have been out of school for at least thirty days or must be referred by a public school official

description: The Educational Clinics Inc., (ECI) main goal is to help school dropouts reach their educational objectives. An individualized approach is used to remediate educational deficiencies. Entering students are given diagnostic tests for placement at proper skill levels. Basic skills and knowledge in reading, math, language arts, science, and social studies are emphasized. Employment skills are featured also. These skills include developing positive work attitudes and learning how to find and apply for jobs. Each clinic is located in a business district and has an advisory council composed of representatives and leaders from local businesses, community and social service agencies, and organizations. The students work at their own pace. ECI offers classes, five days a week, four hours a day, on a year-round schedule. Upon reaching their appropriate grade level, students may return to their home school or take the GED. ECI student tuition is paid by the Washington office of the Superintendent of Public Instruction (FDOE, 1986).

Middle College High School

contact:	Celia Cullen Principal Middle College High School Long Island City, NY 11101
students served:	grades 7-12, a student must have a high rate of truancy, multiple academic failures, or come from a troubled home
description:	Middle College High School (MCHS) is an alternative high school for high-risk students. To qualify for admission, a student must have a high rate of truancy, multiple academic failures, or come from a troubled home. Admission selections are made collectively by the principal, guidance counselors, and a committee of graduating seniors. The school is small; the average class has 20 students. This relatively small scale allows teachers and administrators to follow up on students. Four full-time counselors lead eleven group sessions daily with about a dozen students in each group. These sessions provide students with the opportunity to communicate with peers and caring adults and to discuss issues such as drugs, sex, and family problems. The program develops the student's sense of responsibility through self-paced and flexible schedules that permit students to accommodate personal and family needs. Because of its impressive results, the MCHS program is serving as a model for three alternative schools in New York City as well as six sites around the nation (CED, 1987; GAO, 1987).

Peninsula Academies/Partnership Academies

contact:
Charles Dayton, Director
Peninsula Academies
Stanford Mid-Peninsula Urban Coalition
860 Escondido Road
Stanford, CA 94305
(415) 723-3335

students served: grades 10-12; students with reasonably good skills as measured by achievement tests, but who have severe motivational problems indicated by poor attendance, poor grades, and lower-than-average academic credits

description: The Peninsula Academies/Partnership Academies (PA/PA) are vocationally oriented school-within-a-school programs. The PA/PA program is designed to motivate potential dropouts and to provide a useful and productive high school experience which includes marketable job skills and training. The program combines a number of features which have proved effective. These include:

- a school-within-a-school structure which provides students with a home base and strong support, along with high standards, challenges, and incentives to graduate;
- a combination of academic and technical training which targets healthy and growing job fields with good employment prospects such as computers, electronics, baking, health, and hotel/restaurant services; and
- school/business partnerships which allow teamwork between schools and cooperating companies and provides companies with needed employees and students with work experience.

Participants take a full complement of academic subjects, and graduate with a high school diploma. However, their academic work is tied to technical preparation, including both hands-on "lab" classes in school and work experience. In addition, eleventh grade students are matched with career-related mentors (GAO, 1987; Justiz and Kammen, 1987; Peninsula Academies Brochure, 1987).

Portland Opportunities Industrialization Center

contact:
Rosemary E. Anderson
Executive Director
Portland Opportunities Industrialization Center
4215 N. Williams
Portland, OR

students served: grades 9-12; student referral for either poor academic progress, irregular attendance, or disruptive behavior; enrollment requires both student and parental interviews and testing for placement purposes

description: The Portland Opportunities Industrialization Center (POIC) offers both a vocational program and an alternative school program. The alternative program is divided into two tracks, the school re-entry program and the GED program track. The center is staffed by two administrators, seven instructional staff members, a counselor, and a receptionist. This alternative high school program is based on the ECI program approach (outlined in page 56). Most of the students enrolled in this program are still of mandatory school age, i.e., under 16 years of age.

The program focuses on meeting the basic needs of the individual student, student graduation requirements, and on student progress in meeting those requirements. Classes include English, math, social studies, science, life skills, art, typing, and physical education. The GED program has the largest enrollment and is limited to those students who have too few credits to graduate, are over the age of 16 and can get a waiver to leave school, and students who have the approval of their parents, counselor, and the other students in the program.

Classes include reading, science, social studies, writing, and math. Students are evaluated bi-weekly on attendance, work habits, ability to work with others, and on progress toward the student's goal of re-entry into a regular high school program. The center has a standard of conduct which each student must follow and its own counseling service (Yagi, 1986).

School Within A School

contact:

Principal
Parker High School
Janesville, WI
(608) 756-8304

students served: high school students who are having serious difficulties in regular school courses

description: The School-Within-A-School (SWS) program includes math, reading, English, group guidance, science, and social studies. Enrollment in SWS is maintained at about sixty students. Classes are small with eight to eighteen students and, where needed, academics are individualized. Academic work is carefully paced to ensure that each student is making progress. Homework is given regularly, but sufficient time is always provided in class to guarantee that students will have their work done for the next class session. An important component of SWS is the first-hour class called "personal development /careers," which is a group guidance course. Special emphasis is placed on group and cooperative efforts to maximize opportunities for students to help their neighbors.

The goals of the program are divided between academic achievement and social development. Entering students and their parents meet with the program director to discuss the standards and requirements of the program. These include: responsible use of chemicals, regular and punctual attendance, participation in class, accepting responsibility for one's actions, and being courteous and respectful to students and staff. Any student who is about to be late or absent must call the secretary in advance to provide an excuse. A contract is signed by the parties involved, with the understanding that if it is broken the student can be expelled from the program.

Employment is an important dimension of SWS. The program helps students who show progress in both their academics and their personal and social responsibility find subsidized public and private sector jobs. (Wehlage, 1983).

Students Helping Students

contact:
Principal
Bethune Junior High
Los Angeles, CA

students served: 125-150 formal and informal student leaders at Bethune Junior High School

description: Students Helping Students (SHS) is a program designed to promote a positive student attitude regarding self, peers, the school, and academic achievement. The program provides the participants with leadership training through peer counseling, academic assistance and counseling, and co-curricular recreational activities with emphasis on academic achievement. Five faculty members are selected to serve as program leaders. These leaders supervise the program components and the assistant leaders. The assistant leaders are students from local colleges and universities. The leaders and their assistants involve teachers, parents and families in ways which help students attend school regularly and progress both academically and personally. Each leader and their assistants are responsible for support activities with their 30 students. This includes:

- o telephoning the student's home on the second day of an absence;
- o ensuring student attendance to regular and special programs;
- o counseling students on the importance of regular attendance;
- o providing tutorial/counseling/recreational services;
- o designing or selecting appropriate incentive activities and rewards for regular school attendance; and
- o organizing and conducting parent/family workshops on general student activities, academic or behavior problems, in addition to specific problems such as truancy, drugs, and teenage pregnancy (LAUSD, 1986).

Truancy and Discipline Programs

Behavior and discipline programs target those students who exhibit behavior problems in school. Generally, these programs focus on either attendance related problems such as absenteeism and truancy, or on discipline problems which lead to student suspension or detention.

Attendance or truancy programs focus on decreasing student absenteeism. These programs emphasize that children cannot learn if they are not in school. Shirley Boes Neill, in Keeping Students in School: Problems and Solutions (1979), identifies several characteristics that are common to successful attendance programs:

- the attendance policy is strong;
- the attendance policy has been formed by a representative group of administrators, teachers, students, and parents;
- the policy is well publicized, all parents and students are repeatedly informed of attendance requirements;
- the policy is consistently enforced throughout the school by all staff members including principal, teachers, counselors, and others; and
- follow-up on absences is immediate.

The crucial element in the development of an effective attendance/truancy program is a good record-keeping system. The school must know that a student is absent. In "Can We Help Dropouts? Thinking about the Undoable," Dale Mann suggests that computers can be used very effectively by schools to identify at-risk students and track their progress. Furthermore, some large school districts are using automated computer/telephone systems that record attendance, call the homes of absent students at different hours of the day, play and record messages, and automatically follow up on student absences.

A comprehensive approach to attendance problems requires that an attempt be made to pull the student back into the system. Furthermore, the educator must determine why the student is chronically absent, and present alternatives and options that specifically address the student's problems and encourage the student to continue with his or her education.

It is critical to involve the parents of the student in any effort to keep the student in school. "Regular attendance is a parental responsibility" and both "students and parents must be held responsible" (Neill, 1979). Communication between the school and parents must be maintained through either phone calls, letters, conferences, and/or parent education programs. Some school districts have expanded the scope of their attendance and truancy programs to include not only the local schools, but regional educational centers and offices, community social service agencies, and the courts as well. Several school districts, in conjunction with local family courts, have instituted a system of fines and mandatory community service (usually as school volunteers) for parents whose children do not attend school regularly.

Discipline programs target those students with behavioral problems which disrupt the school environment. Alternative programs and schools appear to be the most effective approach currently being used. Alternative placement serves two purposes. It removes disruptive or violent students "who pose a threat to the well-being of other students in the regular school" and it provides the at-risk student with an alternative program designed to meet the needs of disruptive students (National School Safety Center, 1987).

In Alternative Programs for Disruptive Youth (1982), M. Angele Thomas and his colleagues identify several positive aspects of alternative programs and schools for disruptive students. They note that these programs:

- are designed for individualized instruction tailored to student's needs and interests;
- have clearly stated goals and a plan for their achievement to which the student agrees;
- a clear system of rewards for both effort and output;
- are usually small in size with low student-teacher ratios;
- expect teachers to develop positive and caring relationships with students;

- have established a climate of respect, with fair and just disciplinary procedures;
- may include parental as well as student involvement in curriculum design; and
- may provide social work services to help students handle personal and social problems

Thomas further states that most alternative programs "place high value on innovation, creativity, flexibility, and participatory decision-making between students and staff" (Thomas, et al., 1982).

A report by The National School Safety Center (NSSC), Alternative Schools for Disruptive Youth, indicates that several characteristics of alternative programs have proven successful in a number of disruptive youth programs. These include:

- assignment by choice from several options provided by the school district, human services, probation;
- daily attendance and progress reports;
- continual monitoring, evaluation, and formalized passage from one step or program to another;
- direct supervision of all activities;
- administrative commitment to the program and financial support;
- mandatory parent and student counseling;
- full day and rigorous workload with minimal time off;
- high standards and expectations of performance;
- curricula which address cultural and individual learning style differences;
- clear and consistent goals for students and parents; and
- a democratic climate

It appears that alternative programs and schools for disruptive students must be highly structured environments, with clearly defined rules and standards (NSSC, 1987).

The curricula of alternative programs and schools for disruptive youth focuses on improving the basic skills of participants. Many researchers suggest that disruptive behavior is the result of the student's growing sense of alienation and frustration. Hahn states that "study after study has documented the low reading, writing, math, science, speaking/listening, and reasoning abilities of at-risk students" (Hahn, et al., 1987). Thus, the curricula of alternative schools must emphasize the improvement of basic skills. It is important to note that the alternative program and school structure characteristics described in the academic program section, also apply to alternative programs and schools for disruptive students. (See Academic Programs page 35.)

The special problems of disruptive students demand the active support and involvement of the student's parents and family. Frequently, disruptive students come from family backgrounds with serious physical and emotional problems. Therefore, it is critical that programs for disruptive students provide access to individual, group, and family counseling services and to public and private welfare and social service agencies.

Selected Truancy and Behavior Programs:

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1. Care Call 55

2. Kane County Truancy Prevention Program 56

3. Open Meadow Learning Center 57

4. Truants Alternative Program
On Needs Early 58

Care Call

contact:

Lawrence Jones
Care Call
Ohio County Schools
2203 National Road
Wheeling, WV 26003
(304) 243-0300

students served: grades K-12

description: The Care Call program (CC) is a multifaceted home-school communication program which is based on the premise that the establishment of direct, personal, and individual communication between the school and the home is essential in preventing dropping out among students. This program uses a four-part sequential plan of intervention. First, a home-school visitor, a full-time professional staff member, trained and certified as a school counselor, is provided the names of potential dropouts by school staff. Second, the home-school visitor meets with these students, provides counseling and referral services, suggests alternative program placement, and conducts exit interviews with those students who decide to leave school prior to graduation. Third, returning students are placed in a dropout re-entry program that includes individual and group counseling, academic survival skills, and alternative education programs.

The fourth component of the program is a care call made to each student whose name appears on the absence list at each junior high school and elementary school. Since the elementary schools do not have counseling or attendance staff to make these calls, retired teaching professionals are used as volunteer staff. The home-school visitor trains the volunteers in making positive, caring contact with the student's home. The CC volunteers express concern at the absence of the student, encourage the student to return to school, make referrals, and offer services (Marockie and Jones, 1987).

Kane County Truancy Prevention Program

contact:	Douglas L. Hoeft, Director Kane County Truancy Prevention Program Geneva, IL (312) 232-5955
students served:	chronic truants
description:	The Kane County Truancy Prevention Program (KCTPP) operates on four levels to help truant students: through the local schools, the regional truancy prevention office, local community social services agencies, and the courts. The program combines counseling with the real threat of significant negative consequences. Parents and students can either work with counselors (through the school or through community service agencies) or face the legal system. Staff members at each school are expected to exhaust all local resources before referring a student to the district truancy prevention office. When local efforts fail an administrator petitions the Truancy Prevention Program which assigns the case to one of three outreach workers. Within twenty-four hours, the outreach worker contacts the student, in school or at home, and tries to determine the cause of the truancy. A strongly worded legal notice is sent to the student's parents, advising them of their legal responsibility to see that their child attends school. Should the efforts of the outreach worker fail or should a complex family problem be discovered, the student and his or her parents are referred to an adult family counselor whose job is to secure the aid of appropriate community service agencies. If the truancy problem persists, a certified letter is sent to the parents, directing them to attend a conference at the Truancy Prevention Program office in the county courthouse. At this conference, the attendance law is explained to the parents, a contract requiring the parents to take specific action to deal with the child's attendance problem is drawn up, and the parents are served with a formal legal notice. If this procedure fails, the case is referred to court where the parents can be fined or ordered to jail (Hanson and Hoeft, 1983).

Open Meadow Learning Center

contact:

Carole Smith
Director
Open Meadow Learning Center
7602 N. Emerald Ave.
Portland, OR
(503) 285-0508

students served: grades 8-12; admission is based on referral and application process; about 85% of the students have had juvenile court involvement; the most common problems leading to referral are truancy, academic difficulties, behavioral and emotional problems, and mandatory school enrollment as a condition of probation or parole

description: At the Open Meadow Learning Center (OMLC) instruction is provided by individual teachers working with small student groups in separate classes. An enrollment of 30 to 32 students is generally maintained throughout the year with eight to ten students per class. Staff consists of five full-time professionals and two part-time staff members. Students receive considerable personal attention and off-task behavior is minimal. Curriculum includes mathematics, social studies, language arts including reading, and physical education. The basic skills classes are taught using an experiential approach. OMLC students are active participants in learning activities rather than passive listeners or observers. Electives include sex education, career education, psychology, personal finance, Spanish, and special programs on drug and alcohol awareness. The main focus of the program is the development of independent living skills. Upon enrollment in the program, students are required to establish educational and life goals. An advocate system under the guidance of a staff member provides small group and individual support in making and implementing student decisions. In addition to the counseling services provided by the staff, OMLC refers to and uses the services of about 40 other programs (Yagi, 1986).

Truants Alternative Program On Needs Early

contact:	Pamela Parker Chicago Public Schools Bureau of School Attendance 1819 West Pershing Road 6C (c) Chicago, IL 60609 (312) 890-8979
students served:	age 7-16 years; chronic truants; students referred by their principal
description:	The Truants Alternative Program On Needs Early (TAP-ONE) is a multi-site truancy program designed to accurately diagnose the causes of student truancy and develop positive responses to the problem. The TAP-ONE staff works with teachers to implement a "Classroom Truancy Prevention Model" to facilitate early identification of at-risk students and to develop prevention programs such as the "After School Program" which utilizes teacher-directed small group activities for students with attendance problems. When a student is chronically truant, Attendance Improvement Managers (AIM), assigned to each target school, prepare individual student diagnostic profiles and suggest or provide additional resources and/or treatment services that can assist the student in establishing a regular school attendance pattern. TAP-ONE interventions may include individual, family, and/or group counseling; tutoring; advocacy; referral for more intensive diagnostic and treatment services; and suggestions for academic programs and support services. If the student continues to be chronically truant, the case is submitted to the School Attendance Review Board where representatives from the Illinois Department of Children and Family Services, the Probation Department, and the Police Department negotiate an "Attendance Contract" and monitor its implementation. If the student continues to be chronically truant, the case may be referred to court (TAP-ONE Brochure, 1987).

School-Age Parent Programs

School-age parent programs focus on either preventing pregnancy among adolescents and teenagers or on the needs of pregnant teenagers and teenage parents. There are an estimated one million teenage pregnancies per year in the United States (Select Committee on Children, Youth, and Families, 1984). Pregnancy has been documented as the most frequently occurring reason why young women drop out of school.

> These early pregnancies have considerable negative short- and long-term consequences for the pregnant and parenting teens themselves, their babies, their families and society at large...young parents and their babies [have] substantially greater health risks than the general population. They also experience more serious social and economic difficulties since they often lack adequate education and job skills. (Select Committee on Children, Youth, and Families, 1984)

Pregnancy and school-age parent programs usually concentrate on two main objectives: prevention of pregnancy and the education of teenage parents. Traditionally, school-age parent programs target female students, paying minimal attention to their male counterparts. A report by Janice Earle and her colleagues, Female Dropouts: A New Perspective, (1987), identifies the components of model pregnancy programs which target female students. The components of this model are:

1. instructional strategies incorporating group activities and collaboration that complement cognitive development;
2. remedial instruction (if needed) in spatial reasoning before enrollment in math and science courses;
3. enrollment of female students in math, science, and other non-traditional courses;
4. an institutionalized mentor program which provides female students with female role models in non-traditional occupations;

5. a school environment which is flexible enough to accommodate individual learning and service needs;

6. extracurricular activities that highlight females as key participants;

7. adequate teacher training, to promote teacher-student interactions that are free of racial or sexual bias;

8. counseling and related activities to enhance the female student's self-esteem;

9. parent counseling/education on cultural stereotypes and female potential; and

10. access and coordination of a range of services targeted toward female at-risk students.

Most researchers agree with Earle; however, many researchers stress that pregnancy prevention programs must provide information and services to all students (male and female) if efforts are to be effective.

Many effective school-based programs attempt to link pregnancy prevention with other school efforts to improve student skills, self-esteem, and career orientation. In "Pregnancy Prevention and Dropouts," Michelle Cahill identifies three general school-based pregnancy prevention program types. All three of these relate pregnancy prevention efforts to different life and career options available to students. The three program types and their main components are listed below:

1. Classroom-based Programs
    a. life planning/decision-making skills
    b. family life/sex education curricula
    c. media programs

2. Special Programs
    a. peer counseling
    b. arts, culture, drama, teen theater
    c. after-school resource centers, recreation
    d. mentoring for male responsibility

3. School-wide Programs
    a. case management (target at-risk students for varying levels of services)

b. health clinics/nursing services center
c. staff training (teachers, guidance counselors, social workers, coaches)
d. parent education/communication programs
e. referral system to external social services and family planning agencies
f. career emphasis programs (Cahill, 1986)

Moreover, it appears that the most effective school-based pregnancy and school-age parent programs are those which are planned and carried out with the participation of local social, health, and youth service agencies (Cahill, 1986). School-based programs which offer either in-school or closely linked public or private pregnancy prevention programs appear to offer students the best combination of services. There are a variety of public and private institutions and service agencies which are willing and able to assist schools in the establishment and implementation of pregnancy prevention programs. Cahill (1986) has compiled the following list of potential public and private partners:

- youth service agencies
- family service agencies
- cultural arts groups
- neighborhood centers
- fraternities
- civic groups
- public health clinics
- family planning agencies
- social service agencies
- universities

Programs for school-age parents concentrate on providing services for both the parent and the infant or child. The most effective programs for adolescent and teenage parents are alternative programs or schools. Alternative programs and schools for teenage parents share many of the characteristics of alternative programs and schools discussed in the previous sections on academic and truancy and discipline programs. (See pages 35 and 49). In addition to small classes, separate facilities, flexible schedules, and individualized instruction, school-age parent programs provide access to a wide-range of public and private services. These services often include:

- preventive/abstinence education
- sex education
- family life education
- maternal health and medical care
- prenatal medical care
- infant/child health and medical care
- educational and vocational assistance and training
- life skills development training
- adoption services
- child care for adolescent parents

A major component of effective school-age parent programs is parent and family involvement. Most often, parents and families must provide child care and financial support to to the school-age parent and their child. According to the Select Committee on Children, Youth, and Families, (1984)

> ...most adolescent mothers [are] highly dependent on [their] family, especially during the first several years after the birth...Parents most typically provide room, board, and child care....

Thus, a comprehensive school-age parent program must include the parents of the adolescent or teen-ager since the parents and family often play a very supportive role in helping the student cope with the strains of parenthood. In addition, parent and family support is critical if the school-age parent is to continue and complete his or her education.

Since the families of school-age parents play a crucial role in the overall emotional, physical, and financial well-being of the school-age parent and their child, any problems which previously existed or emerge as the result of the pregnancy or birth can seriously limit the options available to the school-age parent and their child. Thus, counseling and referral services which may provide individual and group counseling, parent and family counseling services, and the use of mentor and peer support groups are very important components of a successful school-age parent program.

Selected School-Age Parent Programs:

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1. Educational Services for School-Age Parents 67
2. New Futures School 68
3. Teen Parent Program 69

Educational Services for School-Age Parents

contact:
Joan Marino Bornheimer
Principal
New Brunswick High School
1125 Livingston Avenue
New Brunswick, NJ 08901
(201) 745-5334

students served: pregnant or parenting teens

description: This program is an education program providing educational, nutritional, social, and health services to expectant school-age students. The Family Learning Program (FLP) is based at the New Brunswick High School. The FLP model attempts to address recognized teenage pregnancy problems such as poor academic motivation and achievement, a significantly higher infant mortality rate, and more low birth-weight babies than are found in the babies of any other age group.

The FLP allows students to mainstream into the regular academic setting for standard high school and intermediate subjects. In addition, classes are taught at a nearby day care center. These classes include child care and development, maternal and infant care, nutritional training, and introduction to local service agencies such as the Division of Youth and Family Services, Visiting Nurses, local hospitals, pregnancy clinics, etc. Students participate in the program during their pregnancy and up to one month after delivery. Students returning to regular academic settings have infants tended by a relative or a day care center (National Diffusion Network, 1986; Florida Department of Education, 1986).

New Futures School

contact: Caroline Gaston
Principal/Program Coordinator
New Futures School
Albuquerque Public Schools
2120 Louisiana Boulevard N.E.
Albuquerque, NM 87110

students served: pregnant teens and adolescent parents

description: New Futures School (NFS) is an alternative school program which offers comprehensive educational, health counseling, vocational, and child-care services for pregnant teens and adolescent parents. The program is supported by a non-profit, community-based organization, New Futures, Inc.

The goals of the program are to assist school-aged parents make responsible, informed decisions, complete their education, have healthy babies, and become well-adjusted and self-sufficient.

The NFS's in-school services are divided into two departments: the Perinatal Program, which serves the teen who enters the school during her pregnancy and remains until the end of the semester in which her child is born, and the Young Parent's Center, which is designed to serve school-age mothers who cannot successfully participate in a regular school program following the birth of their child.

The school offers a full range of support services: child care and development classes, individual health counseling, group health instruction, nutrition counseling, personal counseling, referrals and access to social services, three on-site childcare facilities, vocational services including skill training for finding and keeping a job.

In addition, NFS operates an outreach program that targets alienated youths in low-income areas. The program sponsors "Family Talks," a training series for parents of preteens that is designed to teach parents how to provide their children with sex education (CED, 1987).

Teen Parent Program

contact:

Juanita Mullinox, Coordinator
Teen Parent Program
205 Anderson Street
Greenville, SC 29601

students served: pregnant teens

description: The Teen Parent Program (TPP) is an alternative day school program which provides an educational setting for pregnant teens. In addition to an academic program based on courses in the student's parent school, the program offers health education, including labor and delivery, maternal and infant nutrition, child growth and development, family planning, family life education and parenting skills. Counseling is provided at the school and, when necessary, at other social service agencies. The TPP accepts referrals from school counselors, private physicians, social agencies, parents/guardians, and the local hospital OB/GYN clinic.

The program's objectives are to encourage and assist each individual enrolled in the program:

- to return to regular school classes or to a more appropriate educational program;
- to provide knowledge about health, child care and family life;
- to improve and strengthen self-concept; and
- to improve basic skills in mathematics, English and reading.

Students attending TPP must provide their own transportation to the program sites. Meals are provided through Greenville High School (South Carolina Department of Education, 1987).

Substance Abuse Programs

Substance-abuse programs focus on either preventing drug abuse through information and education programs or on providing treatment and educational services to students who use and/or abuse alcohol, drugs, and inhalants. The serious effects of drugs and alcohol and the problems associated with serious substance abuse, such as the impairment of memory, alertness, and achievement are well known and well documented. Nevertheless, the development and implementation of school-based substance abuse programs remains a very complex and controversial matter.

In "Drug Treatment in School and Alternative School Settings" (1985), Allen Y. Cohen states that there are three basic school-based approaches to the substance abuse problem:

1. the criminalistic approach which simply categorizes drug or alcohol abuse as wrong;
2. the psychiatric approach which considers the abuser as sick and in need of self-referral or voluntary treatment; and
3. the hard-line educational approach which considers students to be naive or ignorant about drugs.

The use of these three approaches varies with the goals and objectives of specific programs, the views of parents and school administrators, the severity of the local substance abuse problem, and the needs of individual students.

Most researchers agree that the most effective school-based substance abuse programs are comprehensive approaches which focus on **preventing** abuse by providing information and education to young children who have not started abusing alcohol, drugs and other substances. In addition, these programs attempt to combine or "blend the concepts and activities of school, serving its educational goals, with the concepts and activities of treatment" (Ottenburg et al., 1985).

According to the National Institute on Alcohol Abuse and Alcoholism (NIAAA), the main goal of prevention is to educate and therefore protect individuals from the negative effects of drug and alcohol use and abuse. Allan Y. Cohen states that prevention and/or early intervention programs are targeted toward abstainers and those first experimenting with psychoactive substances. According to Cohen, the aim of these prevention programs

> ...is to increase the probability that abstention, mild experimentation, or very occasional use will not progress to regular or compulsive use, and that any extensive social use of alcohol [or drugs] will be delayed at least until full maturity.

A report by the U.S. Department of Education entitled What Works: Schools Without Drugs (1986), suggests that a model drug prevention program should:

- include all grades;
- teach about drugs in health education classes, and reinforce this curriculum with appropriate materials in other classes; and
- develop staff expertise in drug prevention through training.

In addition, the Department of Education further states that tne effort to combat adolescent substance abuse must involve the entire community:

> ...parents, schools, students, law enforcement authorities, religious groups, social service agencies, and the media. They all must transmit a single consistent message--that drug use is wrong, dangerous, and will not be tolerated. This message must be reinforced through strong, consistent law enforcement and disciplinary measures.

According to the Select Committee on Narcotics Abuse and Control (1986), an effective prevention program provides children, adolescents, and teenagers with:

1. accurate information on which they can base their decision about drugs;
2. the skills to make responsible decisions;

3. a strong self-concept and healthy self-perception so they can be more resistant to the supposed benefits of alcohol and drugs;
4. the ability to resist peer pressure;
5. community support and reinforcement; and
6. support and referral systems for people in trouble, or at high risk for developing these problems.

The National Institute on Alcohol Abuse and Alcoholism (NIAAA) states that a comprehensive prevention model should include the following elements:

1. both alcohol and drug education programs which comprise a comprehensive youth program;
2. both prevention and early intervention programs must be included (schools need early intervention programs for referrals and to provide services);
3. the prevention approaches implemented should already be well documented; and
4. prevention approaches should be state of the art.

Most researchers agree that the most difficult obstacle in the implementation of substance abuse programs is denial of the problem by both parents and students. Substance abuse is a problem that many parents refuse to address, even though the abuse is apparent to them and to teachers, counselors, and administrators. Breaking down this defensiveness and denial system is critical to any effective drug prevention, intervention, and recovery program (Select Committee on Narcotics Abuse and Control, 1986).

Allen Y. Cohen states that although the family is critically important as a force for early intervention with adolescent substance abuse," many families resist seeking treatment for drug abuse. The reasons are relatively obvious and may include:

- the tendency to deny the existence of the problem;

- the wish that that the problem would just go away;
- most parents want to avoid the stigma;
- some parents simply do not care; and
- most parents are naive regarding the observable effects of substance abuse among their children. (Cohen, 1985)

Since most children and adolescents will not admit they have a substance abuse problem, they will not seek treatment voluntarily. In "Drug Treatment in School and Alternative School Settings," Cohen observes that

> treatment entry for most drug-abusing adolescents often follows some rather dramatic behavioral dysfunction, overdose, delinquency, drug-related offense, truancy, family-related assault, intense family conflict, emotional breakdown, or severe decrement in performance noted by concerned others.

In "An Overview of Selected Adolescent Substance Abuse Treatment Programs," Stanley Kusnetz identifies the four most common events or crises that precipitate treatment:

1. family-related problems
   - conflict with parents
   - family crisis
   - running away
2. school-related problems
3. legal problems
   - involvement with the criminal justice system
4. emotional or psychiatric problems
   - the need for counseling and treatment

Researchers and practitioners caution that there are several important factors which must be considered before individual students are referred to treatment programs or facilities. Alfred S. Friedman In "Referral and Diagnosis of Adolescent Substance Abusers," states that the decision as to which type of treatment setting is most appropriate for a youngster is contingent upon several factors:

- the severity of dependency;
- the types of drugs being used and abused;
- the physical condition of the youth;
- the mental state of the youth;
- the youth's lifestyle; and
- the adequacy of the youth's support system.

Friedman identifies the four main types of drug abuse treatment settings. These are hospital detoxification programs, residential (non-hospital) programs, day-care/day school programs, and out-patient (clinic) programs.

In "An Overview of Selected Adolescent Substance Abuse Treatment Programs," Stanley Kusnetz identifies several types of treatment and intervention programs:

- hotlines
- hospital emergency units
- the therapeutic community
- out-patient programs
- host treatment services
- halfway houses
- in-patient programs

In addition, Kusnetz states that most substance abuse programs share several characteristics. It appears that most programs:

1. make extensive use of group counseling;
2. provide individual therapy or counseling;
3. require parental or family involvement in the counseling/therapy process and attempt to provide family counseling and therapy; and

4. attempt to understand and address the underlying multiplicity of problems of substance abusers, problems which extend beyond drug use and which often are rooted in the family.

Kusnetz goes on to state that

> ...if a common thread can be found that ties adolescent programs together, it is that they require active participation on the part of all involved. The youngster can not do it alone. The family can not do it alone. Similarly, the treatment program cannot make the difference alone.

Once a student has received treatment, he or she is often placed back in the same family, school, and social environment. Typically, these students are in need of programs and services that help them to adjust to re-entry into their homes, schools, and community, and continue their education.

According to the Florida Department of Education (1986), a responsive substance abuse educational program will provide returning students with a variety of alternative services:

- school-based courses
- resource programs (school or agency based)
- self-contained programs
- residential treatment programs
- counseling
- academic programs
- health/medical services
- life management programs
- family/community involvement

In a related article, Gaus and Henderson have identified several skills which help students cope once they have received treatment for their substance abuse problem.

Accordingly, an effective aftercare program will provide students with opportunities that enable them to:

- adapt to change
- manage leisure time
- manage stress
- communicate with a wide variety of people
- delay gratification
- resolve conflicts nonviolently
- make informed decisions
- develop meaningful relationships with other people
- appreciate the rich cultural heritage around them
- use their earning power wisely (Gaus and Henderson, 1985)

Selected Substance Abuse Programs:

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1. Cambridge and Somerville Program for Alcoholism Rehabilitation 81

2. Palmer Drug Abuse Program 82

3. The Peer Substance Abuse Prevention Project 83

4. School Intervention Plan 84

5. Street School, Inc. 85

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Cambridge and Somerville Program for Alcoholism Rehabilitation

contract:
Ruth B. Davis, Director
CASPAR Alcohol Education Program
226 Highland Avenue
Somerville, MA 02143
(617) 623-2080

students served: all students

description: The main goal of the Cambridge and Somerville Program for Alcoholism Rehabilitation (CASPAR) is to alter children's attitude and behavior toward alcohol. The program is based on the premise that alcohol use and abuse are learned behaviors, and that attitudes toward drinking are prime factors in the development of alcoholism.

The program's Decision about Drinking curriculum has units for elementary grades 3-6, junior high grades 7-9, and senior high grades 10-12. Each unit has sequential modules for each grade level which repeats similar concepts in progressively greater depth. Alcohol use and decision making are covered in the first sessions. Alcoholism is covered only during the last few sessions when children who are experiencing family problems will be more ready to accept this information.

The CASPAR program curriculum emphasizes high student involvement through participatory activities such as debates, role playing, drawings, and small group discussions. Activities focus on real life issues and situations, and convey repeated and consistent messages about responsible decision making in relation to alcohol use. Trained teachers using the CASPAR model attempt to identify children who exhibit behaviors which signal distress over alcohol-related concerns and discuss these problems with the students. The teachers then refer the student to appropriate community agencies (FDOE, 1986).

Palmer Drug Abuse Program (PDAP)

contact:

PDAP National Office
3300 North A Street
Building 8, Suite 204
Midland, TX 79705
(915) 687-4311

students served:

12-16 year olds;
adolescent substance abusers

description: The Palmer Drug Abuse Program (PDAP) is a free, long-term, self-help counseling program with day-care capability. The program is voluntary, built upon client participation and interaction and is structured around the 12 phases or steps of Alcoholics Anonymous. The main goals of the program are to motivate and encourage teenagers and to help them rebuild and replace lost confidence and self-esteem. Most clients are self-referred or are referred by family, friends, various social agencies, or the juvenile justice system. The only requirement for entry into PDAP is the desire to live a chemical-free life. In the initial interview, a highly trained counselor evaluates the client to determine if he or she is appropriate for the program, has needs that the program cannot handle, and is motivated to change. The length and level of client participation is determined by the client's special needs and desires. The client is encouraged to participate in a series of weekly meetings and group counseling sessions. The program also provides clients with voluntary, individual counseling sessions. In addition, PDAP maintains voluntary parent groups which meet at the same time as the client sessions. Parents usually do not participate directly with their children although under certain circumstances a group counseling session will be held with parents and child. Also, parents can avail themselves of individual counseling sessions. The PDAP program is continuous and ongoing and since the program is voluntary, participants can stop treatment any time. Most clients stay involved in the program for at least one year. (Kusnetz, 1985; U.S. DOE, 1986).

The Peer Substance Abuse Prevention Project

contact:

Merrill Singer, Ph.D.
Director
Alcohol Research and Programs
Hispanic Health Council
98 Cedar St.
Hartford, CT 06106
(203) 527-0856

students served:

13 to 14 year olds,
junior high school students

description:

The Peer Substance Abuse Prevention Project (PSAPP) is an adolescent-oriented, school-based intervention project designed to limit substance abuse among minority youth at the junior high school level. Students are trained as peer leaders and positive role models for their fellow students. The PSAPP peer leaders are seen as knowledgeable and respected guides in a world in which adolescents are subjected to numerous contradictory messages about alcohol and drug use. Peer leaders volunteer to participate in a twelve week, after-school training program which focuses on:

- the development of confidence and leadership skills;
- clarification of the decision-making process and social influences on that process;
- advancement of listening and communication skills;
- enhancement of cultural pride
- heightening understanding of mind altering substances, the nature of substance abuse, and health and social consequences of abuse.

The program emphasizes a hands-on approach, with peer leadership trainees taking part in role playing, dramatic exercises, and communication skits. Open discussion and educational films are also used throughout the training. Following their training, the peer trainees work with the Hispanic Health Council staff in the development of educational materials and presentations designed to provide information on substance abuse prevention to the school student body (Children & Teens Today, February 1987; Singer, 1987).

School Intervention Plan

contact:
South Carolina Commission on Alcohol and Drug Abuse
3700 Forest Drive
Columbia, SC 29201
(803) 734-9520

students served: grades 7-12

description: The School Intervention Plan (ScIP) is a prevention and intervention program designed for students who exhibit signs of developing behavioral problems including inappropriate use of alcohol and other drugs. First, school officials identify students who might benefit from ScIP, then the students are assessed by a ScIP intervention specialist. Services are offered through the county alcohol and drug abuse programs and may include a 20-hour structured group experience, individual or family counseling or parent education group. Referrals also may be made to outside agencies or services.

Program services are continually evaluated, updated, and modified through self-examination and quality assurance procedures. Further evaluation is assured through the South Carolina Commission on Alcohol and Drug Abuse (SCCADA) which sponsors the program.

Participation in the program appears to significantly reduce student suspensions, days absent, days tardy and disciplinary visits to the schools office (NIAAA, 1983; South Carolina Department of Education, 1987).

Street School, Inc.

contact: Street School, Inc.
Tulsa, Oklahoma

students served: high school dropouts and potential dropouts especially those requiring mental health, alcohol and drug treatment services

description: Street School is an alternative school which provides education and counseling services. Each student negotiates a treatment plan with the educational and treatment staff. The plan outlines individual objectives, including behavioral goals and implementation steps. The program provides the following services:

- drug/alcohol treatment services;
- behavior modification intervention;
- personal counseling;
- academic remediation;
- regular high school academic subjects; and
- life skills and career development classes.

Staff members counsel participants individually at least once a week. Staff members also provide drug/alcohol intervention and treatment services and refer students to social service agencies when needed.

Street School provides academic remediation through individualized instruction and continued education in science, social studies, mathematics, and communication. In addition, the program provides career-related development, career counseling, life skills, and appropriate work habits instruction. Street School also places some of its students in part-time or full-time jobs.

The program has been effective in returning students to regular public schools, encouraging participants to obtain their GED and continue their training or employment (GAO, 1987).

Preschool and Early Prevention Programs

Preschool and early prevention programs focus on preventing the failure of disadvantaged children. These programs emphasize the early identification of at-risk students and focus on preventing patterns of behavior that may lead to school failure and, eventually, to dropping out. The CED in Children in Need: Investment Strategies for the Educationally Disadvantaged, (1987), states that

> ...children who are born into poverty or overly stressful family circumstances often suffer from a wide variety of physical and emotional problems that can delay normal social and intellectual development or impair their ability to function effectively in the typical public school setting... without early intervention, such children will have difficulty taking advantage of the learning opportunities available in elementary and secondary school.

One of the most important benefits of preschool and early prevention programs is the identification of children with undiagnosed learning disabilities and special problems. These programs provide the opportunity for testing and for access to public and private services which many diminish the negative effects of such problems.

More importantly, it appears that high-quality preschool programs have been successful in breaking the cycle of failure for children from disadvantaged backgrounds (CED, 1987). In "Evidence That Good Childhood Programs Work," (1985), Lawrence J. Schweinhart and David P. Weikart state that the documented effects of preschool or early childhood education can be organized according to the major outcomes for participants at each period of their lives. These effects are:

- improved intellectual performance during early childhood;
- better scholastic placement and improved scholastic achievement during the elementary school years;
- a lower rate of delinquency during adolescence; and

- higher rates of both graduation from high school and employment at age 19.

In a related article, Schweinhart and his colleagues emphasize that "**good** early childhood programs can benefit children, their families, and all citizens." They state that

> there is no intrinsic value in a young child leaving home for a few hours a day to join another adult and a group of children. Unless the content of a program is carefully defined, a preschool is just another place for a child to be...quality is essential in early childhood programs if they are to have long-term benefits. (Schweinhart et al., 1985)

According to Schweinhart, quality preschool programs are characterized by:

- parent involvement
- programmatic leadership by supervisors and directors
- competent and genuinely enthusiastic teachers
- an articulated curriculum of proven effectiveness
- a sound inservice training program
- feedback provided by program evaluation

In addition, effective programs appear to teach children two things: "how to be good learners and how to work with adults who are not members of their families." (Schweinhart et al., 1985) Schweinhart stresses that these are the real basic skills to be imparted by early childhood education and he cautions that

> if children do not become learners, open to their experiences, and if they do not learn to work with adults other than family members, they will never have more than limited access to reading, writing, and arithmetic."

According to the CED, the key to successful early prevention programs is the establishment of a strong link between parent education and child development. Parent education emphasizes the importance of a home curriculum, higher educational aspirations for both children and parents, family health care, and nutritional guidance. The CED states that comprehensive preschool programs frequently include:

- quality child-care arrangements for poor working parents that stress social development and school readiness;
- prenatal and post natal care for pregnant teens and other high-risk mothers and follow-up health care and developmental screening for their infants;
- early and sustained intervention into the lives of at-risk children; and
- programs and policies that are tailored to meet the needs of the whole child within the context of school, family, and community (CED, 1987).

As stated previously, children from disadvantaged backgrounds often suffer from physical and emotional problems (poor prenatal and post natal care, low birth weight, emotional and cultural deprivation, and chaotic home lives) that delay normal social and intellectual development. A comprehensive preschool program attempts to provide services for the child, their parents, and the entire family in the attempt to break the link between family poverty, the scholastic failure of children, and their subsequent poverty as adults (Schweinhart and Weikart, 1985). As a result, effective preschool programs often provide parent education programs and access to individual, group, and family counseling services, and to public and private welfare and social service agencies.

(For a more thorough discussion of parent and family education programs see page 99).

Selected Preschool and Early Prevention Programs:

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2. Early Prevention of School Failure 94
3. Lee County Preschool Reading Program 95
4. Parent-Child Orientated Class 96
5. Ysleta Pre-Kinder Center Program 97

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Beethoven Project

contact: The Ounce of Prevention Fund
188 W. Randolph
Suite 2200
Chicago, IL 60601

students served: expectant mothers, infants and toddlers

description: The Beethoven Project (BP) provides prenatal care to expectant mothers and comprehensive care for their children over a five-year period. The goal of the program is to give these children a better start and a better chance for success when they enter Beethoven Elementary School. The BP project teaches young mothers basic parenting skills and emphasizes their own and their children's need for basic education. Developmental programs for infants and toddlers are available to all children born in the Beethoven Elementary School enrollment area. Head Start programs will be available to all children when they reach three years of age. There is a high level of commitment by the project's director and staff, the local high school principal, and the community advisory counsel. The BP program has demonstrated success in its ability to mobilize human resources and it works by using community members for whom intensive training has been provided as home visitors. These trained home visitors inform expectant mothers of available health care, family counseling and other social services. It is hoped that this community-based approach will improve health, reduce delinquency, and curb the growing problem of teenage pregnancy in the Beethoven area (CED, 1987)

Early Prevention of School Failure

contact: Luceille Werner
Director
Early Intervention for School Success
114 North Second
Peotone, IL 60468
(312) 258-3478

students served: children aged 4-7 years

description: Early Prevention of School Failure (EPSF) is a program designed to prevent school failure by identifying the developmental styles of preschool children. The program uses a professional team to implement the main components of the program. These include:

- screening to identify high need children;
- conferencing which involves interpreting and profiling the educational strengths and needs of the child;
- educational planning to provide the experiences, curriculum, and effective teaching strategies that will ensure a successful learning environment for all students; and
- evaluation of student impact through yearly and longitudinal studies.

Other services provided by the EISS staff and certified trainers are:

- awareness presentations and/or materials;
- visitations and in-service training workshops;
- follow-up in-service on classroom implementation of suggested developmental curriculum;
- effective teaching strategy workshops;
- meeting and conferences which provide updates and suggestions for developing more effective programs; and
- leadership seminars which emphasize advanced skills and consultative practices (Werner, 1986).

Lee County Preschool Reading Program

contact: Lee County Child Care Inc.
Fort Myers, Florida

students served: disadvantaged preschool children

description: The Lee County Preschool Reading Program (LCPRP) has two main objectives. The first is to involve disadvantaged children in a variety of activities related to books that are read to them several times a week at day-care centers. Puppet shows, arts and crafts, creative dramatics, and music are often used by teachers to make the stories or concepts more meaningful, exciting, and enjoyable. Moreover, these activities attempt:

- to promote in preschoolers an interest in good children's literature;
- to tap into the creativity of each child;
- to widen horizons through information and ideas;
- to increase confidence and self-esteem through vicarious experiences in books;
- to promote reading readiness and to motivate children to learn to read;
- to help teachers provide moments of sharing and opportunities for children to discuss their own feelings and ideas;
- to help children understand story structure--the beginning, the middle and the end--as well as sequencing, contrasts and similarities;
- to help children learn to draw conclusions; and
- to question and to decide why something happens when it does.

The second main objective of the LCPRP is a 1,000 book circulating library for local day care centers. The purpose of the library is to provide day care teachers with a wide variety of books which can be borrowed each week. The individual teachers can then check out the books to children in their classes for home reading. The parents of these children are encouraged to read to their children the books that are taken home (MacCarry, May 1987).

Parent-Child Orientated Class

contact: Roger Jones
Racine Unified School District
2220 Northwestern Avenue
Racine, WI 53404
(414) 631-7171 ext. 422

students served: preschool children

description: The Parent-Child Orientated Class (PCOC) is based on the premise that parents are a child's first and most important teachers, and the home is the first and most important learning environment. Staff members provide guidance and advice to help parents teach their children.

The program has a capacity of about 200 children and their parents. Class sessions are scheduled at a variety of times to accommodate parent's working hours. Each session is approximately two hours long and involves both joint and separate parent and child activities.

For the first ten-15 minutes, children, parents, and staff join in group activities. Next, parents and their children work through a series of learning stations which focus on different teaching techniques.

Afterwards, the parents meet with a teacher to discuss the PCOC program and various other topics such as child development and parenting skills. Meanwhile, the children are involved in planned and supervised activities which stress language, listening skills, music, and movement. At the end of the session parents select a learning kit geared to their child's learning level and needs. These kits provide planned "at-home work" for the child. The kits are returned and exchanged on a weekly basis. Also, puzzles and books are available for parents to check out and use at home with their children.

Additional sessions are provided for four-year-old students without their parents. These sessions provide a transitional experience for kindergarten and include activities which emphasize language, listening skills, music, and movement (Van Den Heuvel, 1986).

Ysleta Pre-Kinder Center Program

contact:
Ysleta Pre-Kinder Center
7909 Ranchland Drive
El Paso, TX 79915

students served: four-year olds who are either non-English speaking or from a low-income family

description: The Ysleta Pre-Kindergarten Center Program (YPCP) is unique in that the school district has set aside an entire school for prekindergarten classes. The school accommodates a total of 700 children, with 300 more in a satellite center, and it has a adult-student ratio of one to 11. The YPCP program emphasizes five essential areas of development:

- o awareness of language as a means of communication;
- o the use of the five senses to observe the environment;
- o development of motor skills, including physical coordination, balance, and fine motor skills;
- o expression of creativity through art, music, and drama; and
- o social-emotional development by building confidence and self esteem.

The program makes extensive use of field trips, special programs in health, safety, and entertainment, and computers for learning. An extensive parent-education program provides access to a wide variety of resources and an ongoing support group. Parenting classes are conducted in both English and Spanish. Parents are encouraged to volunteer in the classroom and in other aspects of the program. The library provides books for children to take home to their parents so that the parents can read to them. Free classes in English conversation and citizenship information are available to all parents (CED, 1987).

Parent and Family Programs

Parent and family programs focus on increasing parental involvement in their children's lives and on educating parents about the needs of children and adolescents. Most parent education and involvement programs are based on the premise that teachers and schools must work with the whole child and respond to the variety of factors which affect the child's educational performance.

Most researchers agree that the most effective teaching strategy "is where an individual teacher and the individual parent are working together [in] the best interest of the child" (Detroit Public Schools, 1986). Moreover, parental involvement and education is especially important for children from poor or disadvantaged backgrounds.

> Many disadvantaged children do not receive reinforcement in their home lives for the positive traits that will lead to future employability. This negative home curriculum is estimated to contribute to about half of the problems students exhibit in school...good programs require the active participation of parents. Among other goals, they should teach parents how to provide a home environment that encourages learning. Where the home cannot provide such simple necessities as a quite place to study, proper nutrition, and warmth and cleanliness, other avenues need to be explored. (CED, 1987)

According to the Florida Department of Education, there are several traditional approaches used by teachers to involve parents in their child's education. These are:

- parent-teacher contracts
- parent-student social activities
- parent volunteers
- school tours
- home visits
- newsletters

- welcome wagons
- parent education activities

In "Parent Involvement: A Survey of Teacher Practices" (1982) Becker and Epstein state that

> some forms of communication and contact between parents and teachers are nearly universal. These standard parent-teacher communications have become accepted ways of bridging the information gap and the sense of distance felt by teachers and parents who may be strangers to one another but who share common interest in the same children.

In addition, Becker and Epstein describe five categories of teaching techniques that involve parents in learning activities at home with their children. These include:

1. techniques that involve reading and books;
2. techniques that encourage discussions between parent and child;
3. techniques that specify certain informal activities at home to stimulate learning;
4. contracts between teacher and parents that specify a particular role for parents in connection with their children's school lessons or activities; and
5. techniques that develop parents' tutoring, helping, teaching, or evaluation skills.

Becker and Epstein further state that several techniques appear to be the most effective. These are:

- reading with children
- signing papers and folders
- home visits
- summer learning at home

Becker and Epstein acknowledge that parent time is limited by the responsibilities of work, children, spouse, and/or other family members, cooking and housework, and a general need for relaxation. However, they stress that parent involvement is crucial to a child's success in school.

A report by the U.S. Department of Education, What Works: Research About Teaching and Learning (1986), states that parents can create a curriculum of the home that will teach their children what matters and help them succeed in school. A positive home curriculum helps children learn to read, reason, and understand things better. Specifically, a good home curriculum involves parents who:

- read, talk, and listen to their children
- tell stories, play games, and share hobbies
- discuss news, TV programs, and special events
- provide books, supplies, and a special place for studying
- observe routines for meals, bedtime, and homework
- monitor the amount of time spent watching TV and doing after-school jobs
- discuss school events
- help children meet deadlines
- talk with their children about school problems and successes

Effective parent and family education programs extend the traditional boundaries of education to include the parents and families of students. Teachers, counselors, and administrators must encourage the active involvement of parents in their children's lives and must educate the parents as well as the child.

In addition to educating the parents of students, family programs often provide referrals and access to services provided by public and private social service agencies. Frequently, closer involvement between the school and student's families will reveal serious and harmful family problems and conditions. The most common of these are:

- emotional maltreatment
- neglect
- physical abuse
- sexual abuse
- alcoholism
- substance abuse
- mental illness

Traditionally, educators and school administrators have been hesitant to become involved in these issues. However, the existence of serious problems in the home dramatically affects the performance of children and adolescents in school. Schools are in a unique position to provide prevention and intervention programs to students and their families. In fact, there is a growing consensus among researchers that the educational system will emerge as the primary advocate and coordinator of youth programs and services in the United States.

Selected Parent and Family Programs:

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2. Model School Adjustment Program 106
3. Success in School Through Home Intervention 107
4. Family Support Center 108

The Comer Process

contact:
James P. Comer
Yale Child Study Center
Yale University
230 Frontage Street
New Haven, CT 06510

students served: students, parents, teachers, counselors, and principals

description: The Comer Process (CP) is a school-based management approach that focuses on changing the attitudes and working relationship of principals, teachers, counselors, health-care professionals, and most importantly, parents. The participants are organized into a school management and governance team and a mental health team. Each team meets regularly to deal with general and specific school issues and student problems. Although the principal retains his authority, decisions are made by counselors and team members. Team members are rotated yearly. The process helps to foster a sense of school ownership among administrators, faculty, and parents.

One of the chief functions of the school management and governance team is to design and implement a social activities calendar for the entire school year, with parents playing a primary role. In addition, parents are encouraged to volunteer in the school as teacher aides. Parents who do not have the time to volunteer during the school day are kept informed of activities through parent newsletters, involvement in a strengthened parent-teacher organization, and evening social activities. Some parents have been motivated to return to school and obtain their high school or college degree (CED, 1987).

Model School Adjustment Program

contact:

Frank Compana, Principal
Driftwood Middle School
2751 Northwest 70th Terrace
Hollywood, FL 33024
(305) 963-8080

students served:

students in grades 6-8
and their parents

description:

The Model School Adjustment Program (MSAP) serves students who are at high risk of dropping out of school. Typically these students are performing below their academic potential and exhibit behavior or attendance problems. Both students and their parents are provided with a variety of tutoring and counseling services to improve self-concept, grades, behavior, and attendance. Trained peer tutors help the students with academics, study techniques, and basic skills, and present a positive peer example. Students receive peer tutoring four times a week. Tutoring and counseling are provided by trained students who receive credit for their help.

The student's parents or guardian must attend parent education classes conducted by a family counselor. In these classes, parents learn how to help their children achieve through encouragement and the development of coping skills. Individual, group and family counseling are available, as well as a behavior management program which helps to improve behavior and attendance through a reward system (Florida Department of Education, 1986).

Success in School Through Home Intervention

contact:
Phyllis A. Beneke, Principal
Wheeling Park High School
RD 4, Box 1976
Wheeling, WV 26003
(304) 243-0400

students served: students in grades 10-12 and their parents

description: Success in School through Home Intervention (SISTHI) is a program designed to build a working relationship between the home and school and decrease the number of dropouts. The primary goal of the program is to tend to the social needs that are necessary for a student to succeed in school and to work with parents who will not come to the school for assistance and who need help in dealing with their children. The four main program objectives are:

1. keeping students enrolled in school;
2. increasing parent participation;
3. improving student's attitude toward self, peers, and home; and
4. improving student's desire to complete school assignments.

Cooperation with community agencies, school staff, and school administration are emphasized. The SISTHI program provides the following services:

- individual counseling
- group counseling
- teacher conferences
- home visitations
- parent counseling
- care calls

In addition, the program has established a Drop-out Re-entry Program to help returning dropouts succeed in school and to prevent these students from dropping out again. A Re-entry Workshop and a study skills class are mandatory for all re-entry students. These sessions are designed to teach students the necessary skills for success in school such as study skills, testing skills, and classroom participation skills (Boissy, 1987; Ohio County Schools, 1987).

Family Support Center

contact:	Yvonne L. Fraley Executive Director 201 South 69th Street Upper Darby, PA 19082 (215) 352-7610
students served:	parents and their preschool children identified as at high risk of abuse

description: The Family Support Center (FSC) has developed a multi-purpose, multi-disciplinary approach which attempts to change parent's patterns of child-rearing, and remedy children's developmental delays through home visits, counseling, and the Family School program. The program identifies families at high risk of abuse through certain personality factors and traits which have been identified as common among abusive and neglectful parents. In addition, one or more of the following factors is usually present:

- an actual, verified incidence of abuse or a strong suspicion of abuse by a professional or program staff person
- parents report a regular use of physical punishment as the most frequent means of discipline or express fear of losing control and harming a child
- a pattern of family violence is evident.

The FSC program has three phases. Phase One: Counseling Services involves the initial counseling of the family in their home where a counselor helps the family set goals and reduce the stresses that interfere with childrearing. Phase Two: The Family School uses a structured, parent-oriented curriculum which teaches parents to feel better about themselves as a parent and as a person, to discipline their children without hurting them, and to teach their children at home. This phase emphasizes nutrition education, parents working and playing with their children, and meeting other parents with similar problems to reduce the isolation of parents. Phase Three: Counseling and Peer Support Services includes follow-up counseling and referrals through a mental health or family counseling agency, if needed (Fraley, 1984; FSC Program Brochure, n.d.).

Multifaceted Programs

Multifaceted programs are a comprehensive approach to the dropout problem. These programs are based on the premise that the factors responsible for students dropping out of school are varied and complex and no one approach or service effectively meets the needs of all at-risk students (South Carolina Department of Education, 1987). Multifaceted programs are designed to meet the needs of at-risk students and dropouts through a variety of educational and noneducational approaches and a wide range of community services.

In "Can We Help Dropouts? Thinking about the Undoable," Dale Mann states that complex problems require complex solutions and that the dropout problem requires a comprehensive solution which implicates everyone-schools, youth employment programs, civic agencies, parents, community-based organizations, business and industry. Most multifaceted programs strongly rely on collaboration between schools, community, family, and business to effectively prevent, retain, and recover at-risk students.

According to the CED, multifaceted programs provide a framework which extends the traditional boundaries of public education by providing the opportunity for cooperation between different groups within the community. As a result of this cooperation, existing dropout policies and programs can be identified, strengthened, and coordinated; and new promising programs can be developed.

Multifaceted programs are either school-based, in a regular or alternative school setting, or community-based programs. Most multifaceted programs are community-based. According to the Florida Department of Education, community-based programs usually are associated with public or private non-profit agencies. The services provided by these programs include:

- leadership clubs which provide social support and motivate students to stay in school through positive group activities and projects;
- community center programs such as counseling, recreational activities, education programs, and after school programs;

- resource programs which include supplemental counseling and educational programs; and
- mentorship programs which provide counseling, tutorial assistance, and guest lecturers.

In addition, many community-based programs provide:

- caring and positive role models
- supplemental academic instruction, tutoring, and homework assistance
- personal or career counseling and goal setting activities
- school achievement incentives provided by community agencies, clubs, or employers
- employability skills training either on the job or in the community
- recreational, wilderness, and survival skills programs
- summer employment programs
- cultural and environmental awareness activities and trips (Florida Department of Education, 1986)

According to the GAO, dropout programs usually provide multiple services. However, the intensity of services, the emphasis on each, and the variation in activities required for different needs, varies among programs. The range of multiple services provided to dropout program participants includes:

- personal counseling
- basic education
- career counseling
- parental outreach
- assistance in obtaining social services
- job search assistance

- job skills training
- part-time employment placement
- pregnancy/parental counseling
- GED preparation
- day care and
- English as a second language

Multifaceted programs usually provide work-related activities and services. In Learning to Work: Improving Youth Employability (1986), Duggan and Mazza state that

> experience shows that learning-to-work activities raise employment levels and earnings of youth and have the greatest impact on the disadvantaged. The most effective programs are comprehensive, include all aspects of employability, and consist of a planned sequence of activities in which youth achieve small successes step by step.

Moreover, Duggan and Mazza state that employability denotes a scope of skills necessary for work, including "the appropriate attitudes and motivation, behavior, and interpersonal skills." Youth program practitioners generally agree that employability has four components:

- basic skills
- pre-employment competency
- work maturity
- occupational skills

According to the Florida Department of Education, employment programs

> should include activities that prepare students for choosing a career and for participating in the world of work. Such activities may include specific courses as well as activities conducted by counselors and occupational specialists.

The type of work-related services and activities offered by dropout programs often include:

- career development programs
- executive internships
- quality career education plans
- work experience
- diversified cooperative training
- career mentors
- career awareness labs
- career fairs
- job fairs
- basic skills programs

The key to most multifaceted programs is the combined effort of the local community, business, and schools. In "Business Involvement and Public School Improvement, Part 1" (1987), Dale Mann states that "schools need more things than any single source can provide." Mann states that a new style of business involvement has emerged--school/business partnerships. Generally, partnerships between the schools and the business community are characterized by

- a coordinating structure
- multiple purposes
- multiple players
- stability

Santee C. Ruffin Jr., in School-Business Partnerships: Why Not? (1983), identifies the steps involved in building successful partnerships between schools and businesses. These steps include:

- recognizing the needs of the other partner and knowing what to expect from the partnership;
- the identification of businesses and industries that are capable of providing needed services and expertise;

- cooperative planning and negotiation which are essential to promoting a good working relationship;

- a program schedule or timeline which establishes priorities and organizes details;

- the designation of a project coordinator, the definition of roles and responsibilities, the establishment of the organization and procedures, the establishment of good communication between the partners which facilitates program implementation, solutions to logistical and staffing problems which ensure that program goals and objectives are met; and

- agreement by school and business partners on a method of evaluation for both specific activities and the overall program.

According to Ruffin, the most essential component of effective public/private partnerships is a caring staff which exhibits enthusiasm and feels a sense of commitment to the project. Moreover, he stresses that the program structure, the curriculum, and teaching strategies all vary among programs, but the commitment and level of caring that the staff exhibits is crucial to the success of the program.

Selected Multifaceted Programs:

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2. ASPIRA 118
3. Atlanta School/Business Partnership Program 119
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5. Communities in School 121
6. The Door--A Center For Alternatives 122
7. Project COFFEE 123
8. 70001 Training and Employment Institute 124
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ALL STAR Program

contact: James D. Kazen
President and Chief Executive Officer
6800 Park Ten Blvd.
Suite 171 W
San Antonio, TX 78213
(512) 735-9191

students served: junior and senior high school students

description: All STAR is an acronym for Activity Leadership Laboratories-Students Teaming Around Responsibility. The ALL STAR program is a positive peer leadership program which is based on the belief that young people can be mature and responsible in their behavior and actions. Participants are encouraged to develop their own positive standards of behavior in activities and academics which will benefit themselves and the local school community. The program uses the school team approach to problem solving and emphasizes the development of positive role models which can deter young people from socially and personally destructive behavior. ALL STAR comprehensive training involves:

- in-service programs for school teams including administrators, teachers, parents, and other support personnel which enable the program to remain self-sustaining within the school districts;
- orientation of parents of participating students before and after the ALL STAR retreat; and
- technical assistance and on-site support for students to implement action plans developed during training.

In addition, the ALL STAR team approach offers students the opportunity to develop skills as team members and use these skills to pursue shared or group goals; to commit to a written statement of conduct with peers; and to develop personal discipline and maturity (ALL STAR Program Brochure, 1987).

ASPIRA

contact:

Kathryn Henn-Reinke
ASPIRA of America, Inc.
1112 16th Street, NW, Suite 2900
Washington, DC 20036
(202) 835-3600

students served: Hispanic students

description: ASPIRA which means "aspire" in Spanish, is a national organization founded by a group of community leaders and professionals concerned about the high dropout rate of Hispanic students and the social and economic conditions of the Puerto Rican community. The Florida ASPIRA program operates a community-based dropout prevention program that focuses on Hispanic teenagers. The major goal of this program is to offer a comprehensive leadership program whereby youths are motivated to stay in school, develop their skills and interests, and acquire a post-secondary education. The academic component of the program includes:

- educational services such as application process workshops, college and career days, guest speakers, college trips, tutorial services, and test (SAT, GRE, and MCAT) preparation;
- scholarship programs to assist students in securing financial aid to attend college;
- student access and retention programs to assist students in gaining access to post-secondary institutions; and
- academic counseling.

Beyond academic assistance, this ASPIRA program offers personal counseling, career guidance, parental awareness through an outreach program, a health careers program designed to increase the number of minorities entering health care professions, and a youth leadership program designed to provide opportunities for practical professional experience (Florida Department of Education, 1986; National Committee for Citizens in Education, 1987).

Atlanta Partnership of Business & Education, Inc.

contact:

Boyd Odom, Executive Director
Atlanta Partnership of Business & Education, Inc.
University Plaza
Urban Life Suite 736-739
Atlanta, GA 30303

students served: students in the Atlanta Public School System

description: The Atlanta Partnership of Business & Education, Inc. (APBE) is a nonprofit corporation which was designed to further the educational opportunities of Atlanta students through broadly-based, citywide, school-business partnerships. The APBE operates five partnership programs:

- **Adopt-a-School**, which pairs individual schools and businesses.
- **Affirmative Action/Adopt-a-Student**, which pairs business volunteers with students in the lowest quartile of their high school class with a role model on an one-to-one basis. The program includes seminars and workshops which assist students in developing and improving their job awareness, preparation, and aspirations, as well as life-coping skills.
- **Distinguished Scholars--Humanities**, which helps link university faculty with teachers in the Atlanta area.
- **Institutionalization**, which is an effort to raise funds for an endowed chair at Georgia State University dedicated to school-business partnerships.
- **Volunteers/Tutorial**, which links volunteer tutors from religious institutions and businesses with schools that seek tutorial services.

In addition, the APBE provides internships for students, helps plan school curricula, and gives managerial assistance to schools (CED, 1987; IEL, 1986).

Boston Compact

contact:
Edward Dooley
Executive Director
The Boston Compact
26 Court Street
Boston, MA 02108

students served: students enrolled in Boston Public Schools

description: In 1982, the Boston business community, the public school system, local universities and colleges, cultural organizations, and trade unions entered into several agreements called the Boston Compact. These written contracts were designed to focus the resources of a broad range of institutions on Boston's teenagers and to create a school-to-work transition program. The school-to-work transition program organizes community and school resources around student employment, achievement, and college enrollment. According to these agreements:

- the school system guaranteed basic reading and math competencies for all graduates;
- local businesses agreed to provide jobs for Boston students during the summer and after graduation;
- colleges and universities agreed to increase the rate of Boston graduates entering post-secondary institutions; and
- the trade unions agreed to increase the number of apprenticeships for Boston Public School graduates.

Recently, the Boston Compact has developed and financed the Boston Dropout Prevention and Re-entry Plan which suggests changes in four areas:

- school structural issues including school rules, flexible class schedules, and financial incentives and sanctions;
- basic education including the creation of learning clusters or transition classes, tutoring programs, teams of professionals to screen and assist students, parent outreach and career programs;
- the creation and expansion of alternative and community-based programs; and
- placement of social and human services in the community (CED, 1987; Hargroves, May 1987).

Cities in Schools
Communities in Schools

contact:
Bill Milliken, President
Cities in Schools, Inc.
1023 15th Street, N.W.
Washington, DC 20005
(202) 861-0230

students served: all students

description: Cities in Schools or Communities in Schools (CIS) is an in-school dropout program which brings existing social services into schools where they can most benefit at-risk youths and their families. All CIS activities are designed:

- to encourage personal and social development;
- to increase school attendance;
- to improve learning; and
- to help students acquire skills which will allow them to obtain employment.

CIS support staff and volunteers have offices in each participating school and are available on a daily basis to help students and their families. Each CIS staff member is assigned at-risk students to counsel on an individual basis. The CIS program offers regular academic courses, tutoring assistance, field trips, job training, summer employment opportunities, and individual, group and family counseling.

Any discipline problems that arise are discussed with parents who are encouraged to work out solutions with the help of the staff. In addition, the student's family is also provided with counseling and assistance, if needed. Support staff and volunteers provide referrals to a broad range of services such as medical, legal, food, housing, and day care assistance. The CIS program is the largest national nonprofit organization devoted to dropout prevention. The national office of CIS provides training and technical assistance in the establishment of local CIS school/business partnerships. Typically, these partnerships involve local governments, school officials, business representatives and community organizations which provide needed services. (CED, 1987; GAO, 1987; Justiz and Kameen, 1987)

The Door--A Center For Alternatives

contact:

The Door--A Center For Alternatives
International Center for Integrative Studies
618 Avenue of the Americas
New York, NY 10011

students served: disadvantaged youth, ages 12-20

description: The Door--A Center for Alternatives (DACA) is a comprehensive health, educational, and cultural service center which provides a range of free social services for youth. Activities are designed to address the physical, emotional, intellectual, and interpersonal problems of disadvantaged youth. Services include:

- o educational and prevocational preparation which includes remedial education, career counseling, and prevocational training;
- o creative and physical arts such as visual, performing, and plastic arts programs and martial arts and competitive sports;
- o a health center which provides primary medical care, health promotion, sexual health and awareness, prenatal care and education, nutrition and food services;
- o mental health and social services including prevention, intervention/treatment programs and substance abuse treatment; and
- o social and legal services such as crisis intervention, emergency support, and representation in legal proceedings.

Program activities take place in a large renovated department store which was designed as a counterpoint to traditional educational and service facilities. Teens may be referred to the program by friends, teachers, principals, and/or the courts. Program services are free to those who wish to participate. (CED, 1987; Shapiro, 1985).

Cooperative Federation for Educational Experiences

contact:

John R. Phillips
Project Director
Project COFFEE
Oxford High School Annex
Main Street
Oxford, MA 01540
(617) 987-1626

students served: alienated and disaffected secondary students

description: The Cooperative Federation for Educational Experiences (Project COFFEE) is a comprehensive instructional and occupational training and counseling program. Project COFFEE is a highly successful school/business partnership which was developed by a regional, cooperative federation of seven school districts and high technology business and industry. The program integrates four components:

- an academic component which provides relevant occupational and life-coping basic skills instruction based on an individualized education plan;
- an occupational component that provides hands-on educational experience in an adult-like high technology work environment while reinforcing basic skills;
- a counseling component that provides occupational and emotional support using state, regional, and local social service agencies; and
- a physical education component that offers a program of recreational activities adapted to enable students to develop a sense of self-accomplishment and group cooperation.

Each occupational program features job entry skills, job placement skills, shadowing experiences, and a related work-study program. Specialized occupational programs include electronic assembly, data processing, building and grounds maintenance, horticulture/agriculture, and distributive education. (GAO, 1987; National Diffusion Network, 1982)

70001 Training and Employment Institute

contact:

70001 Training and Employment Institute
West Wing, Suite 300
600 Maryland Avenue, S.W.
Washington, DC 20024
(202) 484-0103

students served: dropouts and other economically disadvantaged individuals; ages 16-21

description: The 70001 Training and Employment Institute program is a short-term intervention program which aims to successfully place disconnected youth in the work force by providing educational and motivational programs, out-of-school pre-employment services, and jobs for highly disadvantaged high school dropouts. Programs are operated locally and directly by 70001 or by community-based organizations and schools as affiliates of 70001.

Participants are academically evaluated upon entering the program, and individualized educational plans are structured to their needs. The average participant reads at only the 6th grade level. The 70001 program offers:

- the Comprehensive Competencies Program which is a competency based remediation program;
- pre-employment, work maturity, and responsibility training; and
- motivational, leadership and personal development activities.

In addition, 70001 participants are encouraged to complete a GED program and to prepare for college entry exams (SAT and ACT) and college-level courses. 70001 job development specialists screen participants for prospective employers and attempt to place participants in jobs with private firms.

The 70001 program has been effective in increasing the short-term employment and wages of participants and in encouraging participants to obtain their GED (Florida Department of Education, 1986; GAO, 1986; Hahn, 1987).

Summer Training and Education Program (STEP)

contact:

Summer Training and Education Program
Public/Private Ventures
399 Market Street
Philadelphia, PA 19106
(215) 592-9099

students served: 14- and 15-year old students from low-income families who are performing below grade level

description: The Summer Training and Education Program (STEP) is a national demonstration project initiated by the Ford Foundation and managed by Public/Private Ventures, a non-profit, research and program development organization. The STEP program aims to increase basic skills and lower dropout and teen pregnancy rates by providing poor and under-performing youth with remediation, life skills and work experience during two consecutive and intensive summer programs. During the six to eight week summer program, participants earn a full-time minimum wage salary for participating in the three STEP core activities. These activities include:

- remediation--group and individually paced instruction in basic reading and math skills using the Practical Academics teaching modules which relate basic skills to job and life skills and the ability to profit from regular school classes, computer-assisted instruction and sustained reading activities;
- life skills and opportunities (LSO)--instruction on responsible social and sexual attitudes and behaviors which emphasize personal decision-making; and
- work experience--part-time work provided by the federal Summer Youth Employment and Training Program (SYETP).

During the intervening school year, STEP provides participants with ongoing support including group activities, mentors/counselors who schedule regular meetings, make referrals to needed services, monitor school attendance, and encourage students to remain in school and participate in the second STEP summer session. (Sipe, 1987; National Committee for Citizens in Education, 1987; CED, 1987).

SECTION THREE

TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

This section contains descriptions of dropout prevention and recovery programs operating through the state. These descriptions were submitted by those districts/entities responding to the "Survey of Dropout Prevention and Recovery Programs" conducted in August 1987. The descriptions included are only a sample of the dropout reduction efforts by districts and other entities. Selection was based on completion of form and a comprehensive program description.

The descriptions were provided by staff within the reporting entity, and only minor editing has been performed. Information was reported on a two page form containing the same items as the single page descriptions used in the manual.

Readers desiring additional information regarding any of these programs should contact the person listed with each program.

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DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Early Childhood Project for 4 Year Olds

2. Contact Person: Mary Earline Williams/Pat Wright 3. Date Program Began: 9/1/68

4. Number of Participants (1986-87): 2,185 5. Age Range Served: 4 Year Old

6. Population(s) Served: Educationally disadvantaged

7. Program Eligibility Criteria: Score 7 or less on screening test. On Free & Reduced Lunch Program. Non-English speaking.

8. Program Exit Criteria: Children complete program year and reach age 5.

9. Program Type: [✓ Dropout Prevention] Dropout Recovery Other

10. Estimated (avg.) # of days participants spend in program: 156

11. Sponsoring Agency (Fiscal Agent): Fort Worth ISD

12. Source(s) of Program Funds: ECIA Chapter 1 Dept. of Education, State of Texas

13. Description of Program Objectives:
This full-day project objectives are to assist the four year old child in achieving school readiness by improving skills in expressive and receptive oral language, visual, auditory, motor areas and number concepts, developing a positive self-image and habits of success in school related activities; to involve parents in the direct education of their children in home activities; and to prevent school dropouts.

14. Description of the Program and Services Provided:
Prekindergarten children who need extra help to be ready for kindergarten and primary school attend the Four-Year-Old Project. Children attend self-contained classes for six hours per day. The teacher-student ratio is 1:11. The project uses a locally developed curriculum which has won national recognition as a model Early Childhood Education program. Children are grouped by ability for structured, teacher-directed instruction, while other groups work in the learning centers. A multimedia approach is used and children are given a maximum number of hands-on experiences.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:
The project has twice been awarded national honors. Sustained effects studies have demonstrated the individual student successes over the 19 years of the project.
The number of needy children exceeds available space and funds. Personnel costs had to be prorated between Chapter 1 and state funds to avoid supplanting. Program expansion was possible because of facility expansion.

16. Special Factors to Consider in Implementing Program at Another Site:
The project thrives on strong leadership from principals and project managers, a structured locally devised curriculum and a rich array of equipment and materials.

17. Project Evaluation: External Eval. [✓ Internal Eval.] No Eval. Yet

18. Address of Project:
Mandated Early Childhood Project for 4 Year Olds
3210 West Lancaster
Fort Worth, Texas 76107
817-878-3724

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Early Prevention of School Failure

2. Contact Person: Sharon Ledbetter 3. Date Program Began: 9/20/86

4. Number of Participants (1986-87): 46 5. Age Range Served: 5 year olds

6. Population(s) Served: Kindergarten students

7. Program Eligibility Criteria: Testing program

8. Program Exit Criteria: Identify learning strengths and weaknesses.

9. Program Type: [✓ Dropout Prevention] Dropout Recovery Other

10. Estimated (avg.) # of days participants spend in program: 1 year

11. Sponsoring Agency (Fiscal Agent): Hutto ISD

12. Source(s) of Program Funds: Hutto ISD

13. Description of Program Objectives:
Early identification of student capabilities to provide maximum learning success and remediation.

14. Description of the Program and Services Provided:
Each child participates in a battery of tests to determine learning modality, strengths and weaknesses. Students who need to be referred to other special programs are identified with support data.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:
Early detection of students with special needs and of necessary enrichment activities.

    Scheduling - stopped regular kindergarten activities to test each class.

16. Special Factors to Consider in Implementing Program at Another Site:
Training and purchase of needed material.

17. Project Evaluation: External Eval. Internal Eval. [✓ No Eval. Yet]

18. Address of Project:

Early Prevention of School Failure
P. O. Box 430
Hutto, Texas 78634
512-846-2111

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Prekindergarten

2. Contact Person: Anita Uphaus 3. Date Program Began: 9/1/78

4. Number of Participants (1986-87): 1,250 5. Age Range Served: 4 year olds

6. Population(s) Served: Low income, limited English proficient students

7. Program Eligibility Criteria: Qualify for free or reduced price lunch. Limited English proficiency as determined by proficiency test.

8. Program Exit Criteria: Promoted to Kindergarten

9. Program Type: [✓ Dropout Prevention] Dropout Recovery Other

10. Estimated (avg.) # of days participants spend in program: 175

11. Sponsoring Agency (Fiscal Agent): Austin ISD

12. Source(s) of Program Funds: State, Local and Chapter 1 Federal Funds

13. Description of Program Objectives:
The prekindergarten program offers eligible 4 year olds a carefully planned developmentally appropriate program which meets each child's emotional, social, physical and intellectual needs. The program offers a language rich environment with a supportive, well-trained early childhood teacher who has the expectation that all children can and will learn.

14. Description of the Program and Services Provided:
It is a commitment of the program that children are active, participating learners and not passive receivers of information. Important components of the program include: a strong evaluation design; a locally developed curriculum written especially for the program; monthly staff development sessions; an early childhood coordinator assigned specifically to the program; a teacher in every classroom who is certified in early childhood; and, classrooms which are well-stocked with equipment and supplies which are appropriate for young children.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:
The Texas Education Agency has recognized the program and the U.S. Secretary of Education has identified the program as an effective Chapter 1 project. Lack of classroom space was corrected by a district-wide change in school boundaries making available space to add prekindergarten classes. Inability by parents to pick-up/deliver prekindergarten students in the middle of the school day was addressed by the local district providing door-to-door bus transportation.

16. Special Factors to Consider in Implementing Program at Another Site:
Adequate planning time to address all areas of the program including hiring and training of teachers, establishing and equipping classrooms and arranging transportation.

17. Project Evaluation: External Eval. [✓ Internal Eval.] No Eval. Yet

18. Address of Project:
Austin ISD Prekindergarten
6100 Guadalupe
Austin, Texas 78752-4495
512-451-8411

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Pre-school and Early Childhood Programs

2. Contact Person: Larry Rourke

3. Date Program Began: 9/1/80

4. Number of Participants (1986-87): 12

5. Age Range Served: 1-7

6. Population(s) Served: Handicapped Students

7. Program Eligibility Criteria:

8. Program Exit Criteria: Completion of program or age.

9. Program Type: [✓ Dropout Prevention] Dropout Recovery [✓ Other]

10. Estimated (avg.) # of days participants spend in program: 175

11. Sponsoring Agency (Fiscal Agent): Southside ISD - San Antonio, Texas

12. Source(s) of Program Funds: Local

13. Description of Program Objectives:
To enhance skills of handicapped pre-school children for mainstream placement. To provide opportunities for these handicapped students to get a head-start on their training. To provide training to children which might enable them to survive in the social world.

14. Description of the Program and Services Provided:
Handicapped students are provided specific and special instruction to facilitate their entry into the regular programs. The instruction provided is based on specific test data and in accordance with ARD mandates.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:
The program has enabled most students to enter the regular instruction program with little difficulty.
The major problem is the identification of eligible students.

16. Special Factors to Consider in Implementing Program at Another Site:
Special equipment/motor development

17. Project Evaluation: External Eval. [✓ Internal Eval.] No Eval. Yet

18. Address of Project:

Southside ISD Pre-School & Early Childhood Programs
1610 Martinez-Losoya Road
San Antonio, Texas 78821
512-626-2346

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Transitional First Grade Classroom

2. Contact Person: Dr. Timy Baranoff 3. Date Program Began:

4. Number of Participants (1986-87): 1,200 5. Age Range Served: 6 year olds

6. Population(s) Served: Students identified with special needs.

7. Program Eligibility Criteria: Students not ready for traditional first grade classroom and curriculum.

8. Program Exit Criteria: Individual progress.

9. Program Type: [✓ Dropout Prevention] Dropout Recovery Other

10. Estimated (avg.) # of days participants spend in program:

11. Sponsoring Agency (Fiscal Agent): Austin ISD

12. Source(s) of Program Funds: Austin ISD

13. Description of Program Objectives:
To provide an alternative first grade program for students not ready for regular first grade curriculum and instructional methods. To identify high risk students and target them for special intervention at the earliest possible time.

14. Description of the Program and Services Provided:
Transitional type class for children with special needs. Each classroom is different. Each teacher adapts to the needs of the students. Teachers provide supplementary instruction that emphasizes oral language development and problem solving behaviors, readiness skills are gradually introduced. Parents are advised about the program and their child's achievement level or high risk status.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:
Chapter 2 funding unavailable and school district has continued program on an informal basis. Students deficient in different areas - oral language development, social skills - different needs call for different teaching strategies. Teachers picked very carefully.

16. Special Factors to Consider in Implementing Program at Another Site:

17. Project Evaluation: External Eval. Internal Eval. [✓ No Eval. Yet]

18. Address of Project:

Transitional First Grade Classroom
6100 Guadalupe
Austin, Texas 78752-4495
512-451-8411 Ext. 384

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Transitional Program

2. Contact Person: Ellen Schueling 3. Date Program Began: 9/2/86

4. Number of Participants (1986-87): 24 5. Age Range Served: 6 & 7

6. Population(s) Served: 6-yr. olds not academically ready for 1st grade.

7. Program Eligibility Criteria: Failure to master kinder E.E., SESAT stanine scores of 1,2,3; MRT stanines 1,2,3.

8. Program Exit Criteria: Mastery of kindergarten E.E.'s.

9. Program Type: [✓ Dropout Prevention] Dropout Recovery Other

10. Estimated (avg.) # of days participants spend in program: 175

11. Sponsoring Agency (Fiscal Agent): Hondo ISD

12. Source(s) of Program Funds: Hondo ISD

13. Description of Program Objectives:
To provide a means of transition for those students who do not master the essential elements of kindergarten. Primary concern is to provide a continuous progress curriculum to provide success instead of failure.

14. Description of the Program and Services Provided:
The transition program allowed for three levels of grouping in both math and language arts. The teacher used the Phonovisual Program for teaching basic reading skills and reading readiness. Work was done in small groups with constant and immediate feedback. Hands-on materials were used as much as possible.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:
Two students mastered kinder and 1st grade E.E.'s. All students made significant gains as compared to what we would have expected in either a regular first grade or repeating kindergarten.

    Initially, we had problems of trying to push the students too quickly through the kinder E.E.'s and meet time lines. We re-evaluated expectations and eased up on curriculum and increased time lines for language arts and math.

16. Special Factors to Consider in Implementing Program at Another Site:
Teacher with ability to modify programs, materials, curriculum.
Hands-on material.

17. Project Evaluation: External Eval. Internal Eval. [✓ No Eval. Yet]

18. Address of Project:
Hondo ISD Transitional Program
2608 Avenue H
Hondo, Texas 78861

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DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Bilingual Cluster Concept

2. Contact Person: Ruth Ball   3. Date Program Began: 9-1-85

4. Number of Participants (1986-87): 250   5. Age Range Served: 5-10

6. Population(s) Served: Limited English Proficient Students

7. Program Eligibility Criteria: Below 40% on reading and language subtests of ITBS in grades 2-5.

8. Program Exit Criteria: Mastery of essential elements.
Scores above 40% on ITBS.

9. Program Type: [✓ Dropout Prevention]   Dropout Recovery   Other

10. Estimated (avg.) # of days participants spend in program: 173

11. Sponsoring Agency (Fiscal Agent): North East ISD

12. Source(s) of Program Funds: State Bilingual Program

13. Description of Program Objectives:
The objective of the State Bilingual Program is to enhance the learning ability of limited English proficiency students.

14. Description of the Program and Services Provided:
The Bilingual Cluster Concept is a full time program of dual-language instruction that provides for learning basic skills while the students are becoming proficient in English. LEP students are transported to six designated campuses for instruction. The LEP population at the cluster schools makes up a small percentage of the total enrollment. At least one teacher per grade level is bilingually certified.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:
All teachers assigned to the program are bilingually certified and proficient in Spanish. Door-to-door transportation is provided for the students. ESL teachers provide a sequenced program of English as a second language. The range of proficiency levels varies greatly among the LEP students. The range of academic levels of monolingual students assigned to these classrooms also varies greatly. Teacher aides assist the teachers approximately two hours per day.

16. Special Factors to Consider in Implementing Program at Another Site:
Difficulty in recruiting bilingual teachers who want to be assigned to the bilingual program.

17. Project Evaluation: External Eval.   [✓ Internal Eval.]   No Eval. Yet

18. Address of Project:
Bilingual Cluster
10333 Broadway
San Antonio, Texas 78217
512-657-8667

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Chapter 1

2. Contact Person: Kay Scruggs 3. Date Program Began: 9/86

4. Number of Participants (1986-87): 3,777 5. Age Range Served: 6-11

6. Population(s) Served: Grades 1-5 at 18 schools

7. Program Eligibility Criteria: Score of 5th Stanine or below on ITBS.

8. Program Exit Criteria: Score of 6th Stanine or above on ITBS.

9. Program Type: [✓ Dropout Prevention] Dropout Recovery Other

10. Estimated (avg.) # of days participants spend in program:
160 days (1 Hr. Daily in Reading & Math)

11. Sponsoring Agency (Fiscal Agent): North East ISD

12. Source(s) of Program Funds: Chapter 1 - Federal Funds

13. Description of Program Objectives:
To provide support in reading and math to disadvantaged students.

14. Description of the Program and Services Provided:
The purpose of the program is to remediate students who are academically low in math and reading. Students are placed in smaller classes and given an opportunity to achieve in the regular curriculum. Growth has been above average in both reading and math.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:
Successes: Above average growth in both reading and math. Schools have indicated fewer students being retained in Chapter 1 classes since implementing the Excess Cost Model.

Problems--Student mobility/no solution. Teacher mobility/staff development, leadership role and additional materials.

16. Special Factors to Consider in Implementing Program at Another Site:

17. Project Evaluation: [✓ External Eval.] [✓ Internal Eval.] No Eval. Yet

18. Address of Project:
Chapter 1 Program
10333 Broadway
San Antonio, Texas 78217
512-657-8653

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Family Life Education

2. Contact Person: Roland Brown 3. Date Program Began: 9/1/86

4. Number of Participants (1986-87): 1,500 5. Age Range Served: 6th grade

6. Population(s) Served: 6th grade students.

7. Program Eligibility Criteria: All 6th grade students in Houston ISD served.

8. Program Exit Criteria: Completion of the 12 week course.

9. Program Type: Dropout Prevention Dropout Recovery [✓ Other]

10. Estimated (avg.) # of days participants spend in program: 12 weeks

11. Sponsoring Agency (Fiscal Agent): Houston ISD

12. Source(s) of Program Funds: March of Dimes, Knox Foundation

13. Description of Program Objectives:
To provide educational program that addresses essential elements for 6th grade health with the addition of information on decision making, physical changes in adolescence, relationships, reproduction, teen pregnancy, sexually transmitted diseases. Emphasis on prevention of teen pregnancy through abstinence.

14. Description of the Program and Services Provided:
Program is primarily educational and informational, although counselors, nurses and other school personnel have received training in order to deal with specific student concerns that emerge as a result of the course. Many other organizations involved - Health Department, March of Dimes, Planned Parenthood.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:
Problem of scheduling for smaller classes addressed by various configurations at school level and by addition of teachers. Problem of ongoing instructional assistance addressed last year by stipends for non-duty time training for teachers.

16. Special Factors to Consider in Implementing Program at Another Site:
Staff training time, district commitment, community support and organization.

17. Project Evaluation: External Eval. [✓ Internal Eval.] No Eval. Yet

18. Address of Project:
Family Life Education
3830 Richmond Avenue
Houston, Texas 77027
713-623-5155

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: G.A.I.N.S.

2. Contact Person: Gladys L. Williams, Ed.D 3. Date Program Began: 9/1/85

4. Number of Participants (1986-87): 342 5. Age Range Served: 6-10

6. Population(s) Served: Limited ability & language proficient students.

7. Program Eligibility Criteria: IQ between 70-89, non-mastery of TEAMS.

8. Program Exit Criteria: Demonstrates performance on grade level with passing grade of 70 or above

9. Program Type: [✓ Dropout Prevention] Dropout Recovery Other

10. Estimated (avg.) # of days participants spend in program: 175

11. Sponsoring Agency (Fiscal Agent): Garland ISD

12. Source(s) of Program Funds: State and Local funds

13. Description of Program Objectives:
To provide appropriate instruction for students who are consistently unable to master the essential elements on grade level, but do not qualify for special education. To provide students with the opportunity to experience success by grading student performance based on progress rather than grade level expectation. To pace instruction to move the students toward grade level essential elements as quickly as possible.

14. Description of the Program and Services Provided:
Eligible students are identified and placed into GAINS by a committee of professional educators consisting of the teacher, counselor and principal. Students are instructed at the appropriate level of essential elements in English language arts, mathematics, social studies and science. Grades are reported as below grade level. Parents are notified at the onset of the referral and are invited to participate in the process. Written documentation is provided to the parent after each placement or dismissal.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:
Most teachers indicate that the students are able to function satisfactorily in the regular classroom and the students gained academically. We have provided additional support and teacher training that specifically address diagnosing, prescribing instruction, re-teaching when needed and evaluating individual progress.

16. Special Factors to Consider in Implementing Program at Another Site:
Involve teachers, counselors and principal in developing guidelines, program procedures, instructional strategies and parental involvement. Identify appropriate support materials and resources.

17. Project Evaluation: External Eval. [✓ Internal Eval.] No Eval. Yet

18. Address of Project:

G.A.I.N.S.
720 Stadium Drive
Garland, Texas 75040
214-494-8519

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Project Teach and Reach

2. Contact Person: Sandra Bell 3. Date Program Began: 9/84

4. Number of Participants (1986-87): 250 5. Age Range Served: 5-9

6. Population(s) Served: Minority elementary students

7. Program Eligibility Criteria: Score between 30-50 percentile in reading and/or mathematics.

8. Program Exit Criteria: Score above 50 percentile on I.T.B.S.

9. Program Type: [✓ Dropout Prevention] Dropout Recovery Other

10. Estimated (avg.) # of days participants spend in program: 175

11. Sponsoring Agency (Fiscal Agent): Austin ISD

12. Source(s) of Program Funds: Austin ISD

13. Description of Program Objectives:
To provide additional teachers at designated schools where large numbers of Black students are performing below the 50 percentile on reading and mathematics tests. To provide additional instruction in reading and/or mathematics in order to strengthen skills needed for academic success. To demonstrate improvement over the previous year's performance in reading and/or mathematics on standardized achievement tests.

14. Description of the Program and Services Provided:
The program is designed to improve the academic performance of Black students in grades K-3. The program provides for extended instruction in reading and mathematics to help students strengthen skills needed for academic success. The 1987-88 schools are Andrews, Blackshear, Harris, Oak Springs, Norman and Winn. The parental advisor focuses on improving communication between the home and the school.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:
Individual students' test scores have been raised on the I.T.B.S. in reading and mathematics. Students have also mastered the objectives tested on the TEAMS. Classroom teachers have also noted improved student performance in the classroom.

Scheduling is always a problem. The basic skills teacher and the classroom teacher coordinate when a problem occurs.

16. Special Factors to Consider in Implementing Program at Another Site:

17. Project Evaluation: [✓ External Eval.] Internal Eval. No Eval. Yet

18. Address of Project:
Project Teach and Reach
6100 Guadalupe
Austin, Texas 78752
512-451-8411

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: SOS - Secrets of Success

2. Contact Person: Doris M. Meyer 3. Date Program Began: 8/23/86

4. Number of Participants (1986-87): 750 5. Age Range Served: 9-14 years and parents

6. Population(s) Served: Fourth Grade - High School students & parents.

7. Program Eligibility Criteria: Desire to improve skills.

8. Program Exit Criteria: None

9. Program Type: [✓ Dropout Prevention] Dropout Recovery Other

10. Estimated (avg.) # of days participants spend in program:

11. Sponsoring Agency (Fiscal Agent): North East ISD

12. Source(s) of Program Funds: Local Funding

13. Description of Program Objectives:
To improve individual self-concept. To help organize homework assignments. To develop test taking strategies. To learn effective note-taking methods. To develop improved listening skills.

14. Description of the Program and Services Provided:
This program has provided students and opportunity to learn how to be more successful in school and was held before classes began and during summer school. Follow-up of these skills was to be held on individual campuses. Study skills booklets for elementary, middle school and high school were developed during the summer and seminars were held during August with nearly 1,200 students participating.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:
Successes: Increased participation. Failure percentages in high school decreased 17.4% in 1986-87, middle school decreased 10.8%.

Problems/Solutions: Method of registration/changed to class registration.
Number of teachers teaching seminars/increased numbers.
Material to use with parents/developed new materials.

16. Special Factors to Consider in Implementing Program at Another Site:
Utilization of specific schools to work with students in that area rather than a district-wide effort.

17. Project Evaluation: External Eval. [✓ Internal Eval.] No Eval. Yet

18. Address of Project:
SOS - Secrets of Success
10333 Broadway
San Antonio, Texas 78217
512-657-8699

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Winners In New Growth Situations (WINGS)

2. Contact Person: Velma Ruth Shambeck 3. Date Program Began: 2/1/87

4. Number of Participants (1986-87): 65 5. Age Range Served: 10-13

6. Population(s) Served: 5th grade students identified as at risk.

7. Program Eligibility Criteria: Class failures. Students with low self concepts and poor attitudes.

8. Program Exit Criteria: Successful completion of program. End of 6th grade.

9. Program Type: [✓ Dropout Prevention] Dropout Recovery Other

10. Estimated (avg.) # of days participants spend in program: 1-1/2 Years

11. Sponsoring Agency (Fiscal Agent): Lubbock ISD

12. Source(s) of Program Funds: Chapter I Excess Cost Funds and Local

13. Description of Program Objectives:
WINGS goals are: (1) to enable students to be academically successful so they might return to a regular instructional program; (2) to help students develop a positive attitude toward school and education; and (3) to help students accept themselves as capable learners and worthy individuals.

14. Description of the Program and Services Provided:
Students are selected in 5th grade to participate in the program through 6th grade. Teachers are recruited and carefully trained. Greater emphasis is placed on reading, language arts and math. A thematic curriculum incorporates all other disciplines. Students are active participants in the learning process through a variety of experientially based activities. Classes are self contained except for physical education and art/music/computer literacy.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:
Success can be seen in improved student attitude, strong parent support, successful completion of tasks, improved abilities as evidenced in daily and weekly grades, and happier students.
The problem of teacher selection was solved by inservice training and careful selection of teachers who are experienced and positive about working with children who have difficulty learning. Teachers also receive training in curriculum development to meet student needs.

16. Special Factors to Consider in Implementing Program at Another Site:
Regular classroom, supplies and teaching materials, additional staff for a 12/1 pupil/teacher ratio, training for staff, buses for field trips and a supportive and positive total school environment.

17. Project Evaluation: External Eval. Internal Eval. [✓ No Eval. Yet]

18. Address of Project:
WINGS
1628 - 19th Street
Lubbock, Texas 79401
806-766-1027

CURRICULAR AND REMEDIATION EMPHASIS:

Prevention

Secondary Programs

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DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Academic Incentive Program (AIP)

2. Contact Person: Gloria Williams 3. Date Program Began: 9/86

4. Number of Participants (1986-87): 155 5. Age Range Served: 13-16

6. Population(s) Served: 7th & 8th Graders

7. Program Eligibility Criteria: At risk students. Retention. Below grade level.

8. Program Exit Criteria: Successful completion of remedial classes.

9. Program Type: [✓ Dropout Prevention] Dropout Recovery [✓ Other]

10. Estimated (avg.) # of days participants spend in program: 86

11. Sponsoring Agency (Fiscal Agent): Austin ISD

12. Source(s) of Program Funds: Local

13. Description of Program Objectives:
To provide an intensive remedial program for at-risk 7th and 8th grade students to meet grade promotion standards.
To reduce the dropout rate of middle school/junior high students.

14. Description of the Program and Services Provided:
All Austin ISD support services including counseling, tutorial, health, transportation and food services are provided.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:
During the 1986-87 year, 98% of students enrolled were placed at next academic grade level. The program was piloted at four secondary schools in 1986-87, thirteen secondary campuses have the program for 1987-88 year.

There is a problem of maintaining interest and motivation of at-risk students. The staffs are continually trying different approaches to improve these problems.

16. Special Factors to Consider in Implementing Program at Another Site:
Utilizes creative master teachers who are willing to work with the at-risk student.

17. Project Evaluation: External Eval. Internal Eval. [✓ No Eval. Yet]

18. Address of Project:
Academic Incentive Program
6100 Guadalupe
Austin, Texas 78752
512-451-8411

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: AISD Evening High School

2. Contact Person: Wanda Flowers 3. Date Program Began: 3/1/85

4. Number of Participants (1986-87): 473 5. Age Range Served: 16-21

6. Population(s) Served: High Risk Students. Dropouts. LES Students.

7. Program Eligibility Criteria: Considered high risk student by home school. Dropout.

8. Program Exit Criteria: Completion of course work. Completion of graduation requirements.

9. Program Type: [✓ Dropout Prevention] [✓ Dropout Recovery] Other

10. Estimated (avg.) # of days participants spend in program: 120-175

11. Sponsoring Agency (Fiscal Agent): Austin ISD

12. Source(s) of Program Funds: Austin ISD & ADA Funding by State of Texas

13. Description of Program Objectives:
Our program objectives are to help high-risk students and dropouts in the acquisition of a high school diploma via individual enrollment in academic courses or via enrollment in our diploma program.

14. Description of the Program and Services Provided:
The program is for three types of students: high-risk daytime students who want to take extra courses to make up course credit or to get ahead, dropouts who return to school to secure a high school diploma, and dropouts who enroll in a competency-based diploma program to secure a high school diploma. We provide low teacher/pupil ratio, individualized instruction, free tuition for dropouts and courses in Science, Language Arts, Mathematics and Social Studies, as well as some electives.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:
In 1986-87, approximately 35 dropouts received their diplomas. Enrollment has doubled. The majority of the dropouts passed the TEAMS test.

The problems of low enrollment and community involvement were solved by increased advertising and the Adopt-A-School sponsored assistance program.

16. Special Factors to Consider in Implementing Program at Another Site:
Program standards, equipment, facility, faculty and staff needs and how to insure student enrollment.

17. Project Evaluation: External Eval. [✓ Internal Eval.] No Eval. Yet

18. Address of Project:
AISD Evening High School
3908 Avenue B
Austin, Texas 78751

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Alternative Education

2. Contact Person: Jimmy Rettig 3. Date Program Began: 9/1/86

4. Number of Participants (1986-87): 10 5. Age Range Served: 15-17

6. Population(s) Served: Students who failed.

7. Program Eligibility Criteria: 8th grade failure. Below grade level. Failed to be promoted to high school.

8. Program Exit Criteria: Grade level performance. Reassignment to regular classes.

9. Program Type: [✓ Dropout Prevention] Dropout Recovery Other

10. Estimated (avg.) # of days participants spend in program: Minimum 1 semester

11. Sponsoring Agency (Fiscal Agent): Gregory ISD

12. Source(s) of Program Funds: Compensatory

13. Description of Program Objectives:
To provide intensive remediation designed for rapid progress in math, reading and language arts. To have students able to successfully perform at his/her grade level in reading, language arts and mathematics. To prevent students from dropping out of school.

14. Description of the Program and Services Provided:
Students are placed in a program designed to improve their reading and math skills and remain in the program until they demonstrate grade level skills in reading, math and English.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:
One student increased his reading and English skills by several grade levels. Three students were exited from the program into regular classrooms.

The problems of lack of motivation and poor attendance where solved by special counseling and increased efforts to gain more parental support.

16. Special Factors to Consider in Implementing Program at Another Site:
Aides to help students with certain skills. Use of proper testing material to measure achievement. Adequate space. Full time teachers.

17. Project Evaluation: External Eval. [✓ Internal Eval.] No Eval. Yet

18. Address of Project:
Alternative Education
P. O. Box 338
Gregory, Texas 78359

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Chapter I Language Arts & Math Programs

2. Contact Person: Rolando M. Pena 3. Date Program Began: 9/1/84

4. Number of Participants (1986-87): 770 5. Age Range Served: 14-21

6. Population(s) Served: High Risk Students

7. Program Eligibility Criteria: Score below the 39th percentile on the California Achievement Test.

8. Program Exit Criteria: Score above the 40th percentile on the California Achievement Test

9. Program Type: Dropout Prevention Dropout Recovery [✓ Other]

10. Estimated (avg.) # of days participants spend in program: 175

11. Sponsoring Agency (Fiscal Agent): Edcouch-Elsa ISD

12. Source(s) of Program Funds: Chapter 1 Regular/Migrant & State Compensatory

13. Description of Program Objectives:
To improve the students reading/math achievement as measured by the California Achievement Test pre and post NCE scores.

14. Description of the Program and Services Provided:
The program offers various supplementary instruction materials to help the student improve their reading/math skills. Individualized and/or small group instruction is provided through teacher/pupil rations of 15/1 to meet the special needs, interests and abilities of each participating student.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:
There has been an improvement in the number of remedial students mastering the TEAMS test.

Many eligible migrants enroll late the first semester of the school year. Several slots are left open so that these eligible students may be enrolled in the program as soon as they arrive.

16. Special Factors to Consider in Implementing Program at Another Site:
Consideration that the program's average class size does not exceed 15 participants.

17. Project Evaluation: External Eval. [✓ Internal Eval.] No Eval. Yet

18. Address of Project:
Chapter I Program
P. O. Box 127
Edcouch, Texas 78538
512-262-2136

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Dropout Intervention

2. Contact Person: Margaret Davis 3. Date Program Began: 9/2/87

4. Number of Participants (1986-87): 605 5. Age Range Served: 14-19

6. Population(s) Served: All High School Students

7. Program Eligibility Criteria: Enrolled in School

8. Program Exit Criteria: Exit from School

9. Program Type: [✓ Dropout Prevention] Dropout Recovery Other

10. Estimated (avg.) # of days participants spend in program: School Year

11. Sponsoring Agency (Fiscal Agent): Pleasant Grove ISD

12. Source(s) of Program Funds: Pleasant Grove ISD

13. Description of Program Objectives:
The purpose of this effort by the staff is to keep students in school and to keep the drop-out rate at the lowest possible level.

14. Description of the Program and Services Provided:
Individual guidance provided for each student regarding course selections. Progress reports mailed at times other than the 3-week reporting period. Telephoning parents is encouraged and results in good communications. Counselors visit classrooms with information on testing and guidance. A Newcomer Club was formed for those new to the district; the buddy system is encouraged. A new student orientation acquainted students with the faculty and rules. Teacher referrals to counselors are encouraged and referrals are made to outside agencies for family problems. Classes for pregnant students and a range of vocational programs are available.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:
Successes: Students are more appropriately placed in courses and have more success in the classroom. Student failures are limited. Self-esteem not damaged. Students are more willing to stay in school, current drop-out rate is 1-1/2% (9 out of 605 students).

Problems Encountered/Solutions Used: Limited staff/Assistant Superintendents devoted one week to assist in the individual counseling and registration of students to ensure correct placement.

16. Special Factors to Consider in Implementing Program at Another Site:
Adequate staff should be provided.

17. Project Evaluation: External Eval. Internal Eval. [✓ No Eval. Yet]

18. Address of Project:

Dropout Intervention
5605 Cooks Lane
Texarkana, Texas 75503
214-831-4259

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Drop Out Intervention/Prevention Program

2. Contact Person: Joe Summy, Principal 3. Date Program Began: 1/1/87

4. Number of Participants (1986-87): 1 5. Age Range Served: 15

6. Population(s) Served: 6th - 8th Grade

7. Program Eligibility Criteria: Students who have failed, who have poor self concepts or are unmotivated.

8. Program Exit Criteria: When student becomes successful

9. Program Type: [✓ Dropout Prevention] Dropout Recovery Other

10. Estimated (avg.) # of days participants spend in program: 90

11. Sponsoring Agency (Fiscal Agent): Blanco ISD

12. Source(s) of Program Funds: Blanco ISD

13. Description of Program Objectives:
The programs objective is for the student to become successful in the classroom and to improve his/her self concepts and provide self motivation.

14. Description of the Program and Services Provided:
Identified students are placed on alternative schedules (more language arts, math, etc. and no electives). When possible students are placed with highly motivated students for cooperative learning. Counselors spend time working with students and parents (parents are encouraged to attend school with the student). Principal meets with student regularly. A special staff member is assigned to help and encourage the student. Students must attend tutorial sessions.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:
Successes: Student in the pilot program improved and was taken on a special weekend field trip with gifted and talented students and responded with responsible leadership.

Problems Encountered: Parents not in control of their own lives and in need of counseling.

16. Special Factors to Consider in Implementing Program at Another Site:
Must have a staff willing to devote the time and a principal willing and able to devote the time. Resources to help parents.

17. Project Evaluation: External Eval. Internal Eval. [✓ No Eval. Yet]

18. Address of Project:
Drop Out Intervention/Prevention
P. O. Box 340
Blanco, Texas 78606
512-833-4338

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Dropout Prevention

2. Contact Person: Doug Bryant 3. Date Program Began: 1986

4. Number of Participants (1986-87): 20 5. Age Range Served: 15-18

6. Population(s) Served: Grades 10-12

7. Program Eligibility Criteria: Age, Income, TEAMS and Scores, Referrals.

8. Program Exit Criteria: Mastery of 11th Grade Exit Level TEAMS by Teachers and Counselors

9. Program Type: [✓ Dropout Prevention] Dropout Recovery Other

10. Estimated (avg.) # of days participants spend in program: As Long As Necessary

11. Sponsoring Agency (Fiscal Agent): Snook ISD

12. Source(s) of Program Funds: Brazos Valley PIC.

13. Description of Program Objectives:
The objectives of this program are to improve the students basic skills, offering school/work transition training and support to help students remain in school.

14. Description of the Program and Services Provided:
Program focuses on student's basic skills training, remedial education, developing participants work habits and job preparation skills. Program utilizes motivational strategies and career guidance counseling to improve the student's academic level and self-confidence.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:

16. Special Factors to Consider in Implementing Program at Another Site:

17. Project Evaluation: External Eval. [✓ Internal Eval.] No Eval. Yet

18. Address of Project:
Dropout Prevention
P. O. Box 87
Snook, Texas 77878
409-272-8307

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Individual Progress Program

2. Contact Person: Dr. Pam Griffin 3. Date Program Began: 9/1/86

4. Number of Participants (1986-87): 12 5. Age Range Served: 14-21

6. Population(s) Served: High Risk Students

7. Program Eligibility Criteria: At-Risk Student, Failed TEAMS.

8. Program Exit Criteria: High School Graduation.
Removal for preventing others to learn.

9. Program Type: [✓ Dropout Prevention] Dropout Recovery Other

10. Estimated (avg.) # of days participants spend in program: 2-4 years

11. Sponsoring Agency (Fiscal Agent): Coppell ISD

12. Source(s) of Program Funds:

13. Description of Program Objectives:
To promote the successful completion of high school by this high risk group of individuals.

14. Description of the Program and Services Provided:
Individual Progress Classes in English, math, science and history. Counseling for students with low self-esteem and other factors detrimental to their achievement.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:
Ten out of twelve students have remained in school during the first year of the program.

Uncooperative students, poor attendance and scheduling of faculty and students were problems solved by conferences with parents, counseling and "time outs".

16. Special Factors to Consider in Implementing Program at Another Site:
Teachers must be certified.

17. Project Evaluation: [✓ External Eval.] [✓ Internal Eval.] No Eval. Yet

18. Address of Project:
Individual Progress Program
401 W. Cowboy Drive
Coppell, Texas 75019
214-471-2002

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Job Training Partnership Act

2. Contact Person: Mitch LeMoine 3. Date Program Began: 1/87

4. Number of Participants (1986-87): 28 5. Age Range Served: 16-21

6. Population(s) Served:

7. Program Eligibility Criteria: TEAMS failure. Economically deprived. Class failure. Excessive absenteeism.

8. Program Exit Criteria: It is offered as a tutorial and is not mandatory.

9. Program Type: [✓ Dropout Prevention] Dropout Recovery Other

10. Estimated (avg.) # of days participants spend in program: 6-10 days/semester

11. Sponsoring Agency (Fiscal Agent): Granbury ISD

12. Source(s) of Program Funds: Federal funds

13. Description of Program Objectives: To reinforce essential elements in reading, language arts and math, and familiarizing the students to their everyday applications. To provide basic computer techniques and to provide information regarding pre-employment/work maturity skills that are necessary for getting and keeping a job. To tutor students in the basic language arts and mathematical skills needed to pass the TEAMS.

14. Description of the Program and Services Provided: A computer class for "at-risk" students in Granbury High School. Presently, JTPA is offered on a tutorial basis for the regular classes. We offer software to reinforce basic Math and English usage. This software covers Math Practice, Math Concepts, Geometry, Spelling, Vocabulary, Parts of Speech, Punctuation and Reading for Meaning and Information.

15. Specific Successes of the Program/Problems Encountered/Solutions Used: The majority of the students retaking TEAMS exam passed. There is a high interest among the students regarding computer operations.

    Finding time for students to come to JTPA and not fall behind in their regular classes is a concern. We try to schedule students during P.E. when possible.

16. Special Factors to Consider in Implementing Program at Another Site: Purchasing computers for student use. Staff to identify students and help gather required documents for enrollment and an instructor to tutor the "at-risk" students.

17. Project Evaluation: External Eval. Internal Eval. [✓ No Eval. Yet]

18. Address of Project:

JTPA Program
P. O. Box 1208
Granbury, Texas 76048
817-573-6202

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Junior High Alternative Program

2. Contact Person: Hershel Strickland 3. Date Program Began: 1/85

4. Number of Participants (1986-87): 22 5. Age Range Served: 13-16

6. Population(s) Served: Junior High Underachievers

7. Program Eligibility Criteria: Course failure. TEAMS failure. Lack of success. Apathy.

8. Program Exit Criteria: Successful completion of assignments. Demonstration of self motivation.

9. Program Type: [✓ Dropout Prevention] Dropout Recovery Other

10. Estimated (avg.) # of days participants spend in program: 185

11. Sponsoring Agency (Fiscal Agent): Flour Bluff ISD

12. Source(s) of Program Funds: State Compensatory Education

13. Description of Program Objectives:
The student will experience academic success through the elimination of distractions including diverse expectations, teaching styles, multiple assignments and large group participation. The student will advance academically through use of high interest/easily read materials while learning standards of behavior, time management and study skills.

14. Description of the Program and Services Provided:
The alternative program narrows the student/teacher exposure from a 7 period day into 2 period blocks, plus P.E. and an elective. History is fused with language arts with a content area reading approach. Science is fused with mathematics through an applications approach. The low student/teacher/aide ratio allows for differentiation of abilities, interests and learning styles.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:
The program gave identified students an intensified "second chance" for academic success. Student efforts were recognized and rewarded and behavioral problems diminished.

Some students in the block program became defensive and felt stigmatized. Teacher and aide required outside (administrative) positive reinforcement to combat stress build-up.

16. Special Factors to Consider in Implementing Program at Another Site:
Personality and teaching style of teacher. Limited student/teacher ratio. Classroom size adequate for learning centers and reading areas.

17. Project Evaluation: External Eval. Internal Eval. [✓ No Eval. Yet]

18. Address of Project:
Junior High Alternative Program
2505 Waldron Road
Corpus Christi, Texas 78418
512-937-2681

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: LISD/JTPA Tutorial Program

2. Contact Person: John Mayers 3. Date Program Began: 1/12/87

4. Number of Participants (1986-87): 16 5. Age Range Served: 16-21

6. Population(s) Served: 11th and 12th grade students

7. Program Eligibility Criteria: Failed TEAMS. JTPA eligible.

8. Program Exit Criteria: TEAMS mastery.

9. Program Type: [✓ Dropout Prevention] Dropout Recovery Other

10. Estimated (avg.) # of days participants spend in program: 36

11. Sponsoring Agency (Fiscal Agent): Laredo ISD

12. Source(s) of Program Funds: JTPA - Section 123 Funds

13. Description of Program Objectives:
To provide students with remediation in reading and math in order to pass the TEAMS test.

14. Description of the Program and Services Provided:
The Laredo Independent School District and South Texas PIC joined efforts in setting a tutorial program for the in-school educationally disadvantaged students. A class using computer assisted programs was set at one of the high schools where students twice a week.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:
14 of 16 students passed the TEAMS test and were eligible for graduation. Because the program was held after school, a number of students did not participate.

16. Special Factors to Consider in Implementing Program at Another Site:
Funding. Facilities. Equipment.

17. Project Evaluation: External Eval. Internal Eval. [✓ No Eval. Yet]

18. Address of Project:

LISD/JTPA Tutorial
1703 Houston Street
Laredo, Texas 78040
512-727-4401

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Mainstreaming Through Bilingual Education

2. Contact Person: Dr. Imelda Rodrigeuz 3. Date Program Began: 1/4/85

4. Number of Participants (1986-87): 270 5. Age Range Served: 12-21

6. Population(s) Served: LEP students

7. Program Eligibility Criteria: LEP identification process set by TEA.

8. Program Exit Criteria: Program exist criteria set by TEA

9. Program Type: [✓ Dropout Prevention] Dropout Recovery [✓ Other]

10. Estimated (avg.) # of days participants spend in program:

11. Sponsoring Agency (Fiscal Agent): Austin ISD

12. Source(s) of Program Funds: Local, Title VII, OBEMLA

13. Description of Program Objectives:
To help students develop English skills for successful participation in mainstream classes.

14. Description of the Program and Services Provided:
The Title VII program consists of four major components:
(1) Teacher Training; (2) Tutor Support Services;
(3) Development of a Teacher Manual; and
(4) Parent/Family Training

15. Specific Successes of the Program/Problems Encountered/Solutions Used:
Students that would not have attended school are attending and staying in school.

There have not been any major implementation problems other than changing the program from one campus to another.

16. Special Factors to Consider in Implementing Program at Another Site:
Requires trained personnel

17. Project Evaluation: External Eval. [✓ Internal Eval.] No Eval. Yet

18. Address of Project:
Mainstreaming Through Bilingual Education
6100 Guadalupe
Austin, Texas 78752
512-451-8411

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Multifaceted/Academic Remediation

2. Contact Person: Dr. David S. Herrera 3. Date Program Began: 9-1-85

4. Number of Participants (1986-87): 35 5. Age Range Served: 14-21

6. Population(s) Served: Students - TEAMS failures

7. Program Eligibility Criteria: Students in the 9th, 10th and 11th grades who did not master the TEAMS tests.

8. Program Exit Criteria: Mastery of TEAMS Exit tests.

9. Program Type: [✓ Dropout Prevention] [✓ Dropout Recovery] Other

10. Estimated (avg.) # of days participants spend in program: 175

11. Sponsoring Agency (Fiscal Agent): Southside ISD

12. Source(s) of Program Funds: Local

13. Description of Program Objectives:
To provide specific instruction on TEAMS objectives for mastery.
To provide practice in TEAMS objectives.
To provide emphasis on mastery of TEAMS tests.

14. Description of the Program and Services Provided:
Students in grades 9, 10 and 11 who fail to master TEAMS objectives are placed in a special TEAMS class. The enrollment in these classes is small and the instruction is correlated with TEAMS objectives. Students are provided reinforcement through the use of computers and various types of software programs.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:
Successes: Last year only one student of 127 failed to master the TEAMS tests.

Problems Encountered: Scheduling of students and staff. Additional equipment needed.

16. Special Factors to Consider in Implementing Program at Another Site:
Equipment, facilities, staff and cost effective production

17. Project Evaluation: External Eval. [✓ Internal Eval.] No Eval. Yet

18. Address of Project:
Multifaceted/Academic Remediation
1610 Martinez-Losoya Road
San Antonio, Texas 78221
512-626-2346

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Night and Saturday Classes

2. Contact Person: Don Jefferies   3. Date Program Began: 1/87

4. Number of Participants (1986-87): 30   5. Age Range Served: 17-18

6. Population(s) Served: Seniors

7. Program Eligibility Criteria: Seniors that failed government and English - 1st semester.

8. Program Exit Criteria: Mastery

9. Program Type: [✓ Dropout Prevention]   Dropout Recovery   Other

10. Estimated (avg.) # of days participants spend in program: 45

11. Sponsoring Agency (Fiscal Agent): Alvin ISD

12. Source(s) of Program Funds: Local

13. Description of Program Objectives:
To assist students failing first semester English and government so that they are able to graduate with their class.

14. Description of the Program and Services Provided:
We have offered evening and Saturday government and English classes for students who have failed the first semester of these courses. A number of students have been helped by these classes. Approximately 30 students would not have been able to graduate if it had not been for these classes. We intend to continue and expand these class offerings.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:

16. Special Factors to Consider in Implementing Program at Another Site:

17. Project Evaluation: External Eval.   Internal Eval.   [✓ No Eval. Yet]

18. Address of Project:

Alvin ISD
802 S. Johnson
Alvin, Texas 77511

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: PASS (Positive Attitudes Spell Success)

2. Contact Person: Patricia Keene 3. Date Program Began: 12/19/86

4. Number of Participants (1986-87): 39 5. Age Range Served: 12-15

6. Population(s) Served: 7th and 8th Graders

7. Program Eligibility Criteria: Students who failed 3 or more classes the second 6 weeks of school.

8. Program Exit Criteria: Fail no classes at any 6 weeks grading period.

9. Program Type: [✓ Dropout Prevention] Dropout Recovery Other

10. Estimated (avg.) # of days participants spend in program: 1 semester

11. Sponsoring Agency (Fiscal Agent): Georgetown ISD

12. Source(s) of Program Funds: State and Local Funds

13. Description of Program Objectives:
The purpose of the PASS program is to work with students who failed 3 or more classes during a six week grading period. The goal is for these students to pass all their classes.

14. Description of the Program and Services Provided:
The students are divided into groups of 6-8. The groups meet weekly with the counselor to discuss school and/or personal problems. The teachers fill out weekly progress reports on each student which are evaluated by the counselor. The students receive rewards weekly as determined by the progress report. Group rewards are also given.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:
During the second semester of the school year, 8 students failed no classes during at least one 6 weeks period. 7 other students improved grades each six weeks.

Plan group meetings so that students never miss any class more than once per 6 weeks.

Determine type of rewards to give (we gave candy, rulers, folder, etc.)

16. Special Factors to Consider in Implementing Program at Another Site:

17. Project Evaluation: External Eval. [✓ Internal Eval.] No Eval. Yet

18. Address of Project:

PASS Program
P. O. Box 740
Georgetown, Texas 78627
512-836-6595

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Peer Tutoring

2. Contact Person: Linda Hanson 3. Date Program Began: 9/86

4. Number of Participants (1986-87): 50-65 5. Age Range Served: 17-18

6. Population(s) Served: High School Students

7. Program Eligibility Criteria: Students who have not mastered exit level TEAMS.

8. Program Exit Criteria: TEAMS mastery

9. Program Type: [✓ Dropout Prevention] Dropout Recovery Other

10. Estimated (avg.) # of days participants spend in program: 50 Hours

11. Sponsoring Agency (Fiscal Agent): Alvin ISD

12. Source(s) of Program Funds: Alvin ISD

13. Description of Program Objectives:
To provide comprehensive training and materials for peer tutoring directed to TEAMS primarily for borderline students. We are currently expanding this program to all students in major subject area classes.

14. Description of the Program and Services Provided:
This program was instituted because some students would prefer to receive assistance from one of their peers as opposed to some of their teachers. We provide comprehensive training and materials to the peer tutors. We provide a peer tutoring station with one or more computers for instructional and practice activities.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:

16. Special Factors to Consider in Implementing Program at Another Site:

17. Project Evaluation: External Eval. Internal Eval. [✓ No Eval. Yet]

18. Address of Project:

Alvin ISD Peer Tutoring
802 S. Johnson
Alvin, Texas 77511

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Peer Tutoring

2. Contact Person: Irene Hahn 3. Date Program Began: 9/1/87

4. Number of Participants (1986-87): 10 5. Age Range Served: 10-15

6. Population(s) Served: 5th - 8th grade students

7. Program Eligibility Criteria: Student class performance in basic skills areas 75 or less.

8. Program Exit Criteria: Student performance at 80 or above.

9. Program Type: [✓ Dropout Prevention] Dropout Recovery Other

10. Estimated (avg.) # of days participants spend in program: 165

11. Sponsoring Agency (Fiscal Agent): Westhoff ISD

12. Source(s) of Program Funds:

13. Description of Program Objectives:
To provide the student with peer tutoring so that they will master the required essential elements in the basic skill areas -- math, reading, language, social studies and science.

14. Description of the Program and Services Provided:
Gifted and/or above average students serve as peer tutors each morning prior to the beginning of the school day.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:
Students with additional peer tutoring can master essential elements in the basic skills areas.

16. Special Factors to Consider in Implementing Program at Another Site:

17. Project Evaluation: External Eval. Internal Eval. [✓ No Eval. Yet]

18. Address of Project:

Peer Tutoring
P. O. Box 83
Westhoff, Texas 77994
512-236-5519

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Project CAT (Computer Assisted Tutorials)

2. Contact Person: Diana K. Wenzel 3. Date Program Began: 1/86

4. Number of Participants (1986-87): 125 5. Age Range Served: 14-19

6. Population(s) Served: At-Risk Youth

7. Program Eligibility Criteria: Failure in math, English or TEAMS. Educationally or economically disadvantaged.

8. Program Exit Criteria: Graduate. Pass TEAMS. Pass math or English.

9. Program Type: [✓ Dropout Prevention] Dropout Recovery Other

10. Estimated (avg.) # of days participants spend in program: 122

11. Sponsoring Agency (Fiscal Agent): Brenham ISD

12. Source(s) of Program Funds: Job Training Partnership Act

13. Description of Program Objectives:
To provide basic academic skill development in math and language arts. To promote the retention of at-risk students through a personalized program of instruction. To develop job competency skills and provide job opportunities for students in which they can practice newly learned job competency skills. To promote positive student attitudes towards school, improve self-esteem and develop interpersonal skills.

14. Description of the Program and Services Provided:
Project CAT employs a multi-media lab approach to instruction: Students receive academic remediation/enrichment through teacher directed activities, computer instruction, listening centers, film strips and independent practice. Group and individual counseling is another service made available to CAT students. The third component focuses on job competency skill training and job placement.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:
97% of CAT students remain in school. 80% of students working on TEAMS remediation passed one or both sections of TEAMS test.

Need to identify at-risk youth before the 9th grade - focus on prevention instead of remediation. Funding limits number of students helped by program because of strict income guidelines - need to find alternative sources of funding. Need more parent involvement.

16. Special Factors to Consider in Implementing Program at Another Site:
Teachers must be strong in basic skills areas and counseling. Prescription learning curriculum. Computers are extremely motivating.

17. Project Evaluation: [✓ External Eval.] [✓ Internal Eval.] No Eval. Yet

18. Address of Project: Computer Assisted Tutorial
P. O. Box 1147
Brenham, Texas 77833
409-836-5672

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Project PASS

2. Contact Person: Jim Short 3. Date Program Began: 9/2/86

4. Number of Participants (1986-87): 108 5. Age Range Served: 14-17

6. Population(s) Served: Grades 6-8

7. Program Eligibility Criteria: Over age. Class failure. Low standardized test scores.

8. Program Exit Criteria: Recommendation. Test scores. Academic and social progress.

9. Program Type: [✓ Dropout Prevention] Dropout Recovery Other

10. Estimated (avg.) # of days participants spend in program: 175

11. Sponsoring Agency (Fiscal Agent): Abilene ISD

12. Source(s) of Program Funds: Local

13. Description of Program Objectives:
Remediation of basic skills. Development of living and survival skills. Introduction to basic vocational skills. Improvement of self image. Return to the regular instructional program.

14. Description of the Program and Services Provided:
Small group and individualized instruction including aide-assisted computer labs are supplemented by one of three vocational classes - home economics, construction or mechanical repair. Students rotate in small groups from classroom instruction to computer labs to vocational classes.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:
Of 108 students enrolled last year, 69 were returned to the regular instructional program.

16. Special Factors to Consider in Implementing Program at Another Site:
Separate facility including vocational classrooms and computer labs.

17. Project Evaluation: [✓ External Eval.] [✓ Internal Eval.] No Eval. Yet

18. Address of Project:
Program for Academic Success
342 Cockrell
Abilene, Texas 79601
915-672-6456

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Project SUCCESS

2. Contact Person: Anne Farris 3. Date Program Began: 3/1/87

4. Number of Participants (1986-87): 15-25 5. Age Range Served: 12-18

6. Population(s) Served: Grades 6-12

7. Program Eligibility Criteria: Teacher recommendation.
Failure or borderline.

8. Program Exit Criteria: Passing grades.

9. Program Type: [✓ Dropout Prevention] Dropout Recovery Other

10. Estimated (avg.) # of days participants spend in program: 3 days per week

11. Sponsoring Agency (Fiscal Agent): Lazbuddie ISD

12. Source(s) of Program Funds: Lazbuddie ISD

13. Description of Program Objectives:
To enhance student achievement by allowing successful academic students to help students who are experiencing failure of having difficulty in school subjects.

14. Description of the Program and Services Provided:
The National Honor Society members "adopt" students for a six-week period and assist them with homework. They tutor, encourage and share in students' successes and failures.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:
National Honor Society members feel a commitment to see that "their students" succeed. Grades at the end of each six weeks grading period reflect successes and improvements.

The initial problem was getting the "at-risk" students to attend the tutorials. The Honor Society members made personal contacts and encouraged students to meet them at the tutorial room or library for the sessions.

16. Special Factors to Consider in Implementing Program at Another Site:
The main ingredients are enthusiasm and commitment on the part of the helpers to assist and encourage at-risk students to succeed.

17. Project Evaluation: External Eval. Internal Eval. [✓ No Eval. Yet]

18. Address of Project:
Project SUCCESS
Drawer A
Lazbuddie, Texas 79053
806-965-2153

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Reading and Writing for Success

2. Contact Person: Wilburn L. McDonald 3. Date Program Began: 3/1/87

4. Number of Participants (1986-87): 35 5. Age Range Served: 14 and up

6. Population(s) Served: At-Risk Youth, Potential Dropouts.

7. Program Eligibility Criteria: Educationally disadvantaged. Economically disadvantaged.

8. Program Exit Criteria: Pre/Post Test Advancement

9. Program Type: [✓ Dropout Prevention] Dropout Recovery Other

10. Estimated (avg.) # of days participants spend in program: Varied

11. Sponsoring Agency (Fiscal Agent): Gregory ISD

12. Source(s) of Program Funds: Federal

13. Description of Program Objectives:
The primary goal of the in-school program is to enable at-risk students to remain in school. Research indicates that reading below grade level is a characteristic of dropouts; therefore, the objective of the in-school program is to upgrade the reading level of at-risk students.

14. Description of the Program and Services Provided:
At risk students are identified and referred to the in-school program. The in-school program uses current classes being conducted by the local school. The students receive individualized tutoring in reading and writing.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:
Interested students could also apply for funds to attend summer school. Several of the students took advantage of this opportunity and earned credit during summer school.

The problems encountered were mostly people problems. Problems of this nature were eliminated by communicating and monitoring.

16. Special Factors to Consider in Implementing Program at Another Site:
In order for a program of this nature to be successful, the district must have a deep commitment to helping at-risk students.

17. Project Evaluation: External Eval. Internal Eval. [✓ No Eval. Yet]

18. Address of Project:

Reading and Writing for Success
P. O. Box 338
Gregory, Texas 78359
512-643-6566

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: SASS - Students Against Skipping School

2. Contact Person: Gus Nelson 3. Date Program Began: 1/27/87

4. Number of Participants (1986-87): Approx. 50 5. Age Range Served: Grades 9-12

6. Population(s) Served: Grades 9-12

7. Program Eligibility Criteria: Recommendation by staff.
Use of identification check list.

8. Program Exit Criteria: Graduation

9. Program Type: [✓ Dropout Prevention] Dropout Recovery Other

10. Estimated (avg.) # of days participants spend in program: One Semester

11. Sponsoring Agency (Fiscal Agent): Angleton ISD

12. Source(s) of Program Funds: TEA-ECIA, Chapter 2 Grant

13. Description of Program Objectives:
The objective of this program is to encourage students to remain in school through graduation.
Enabling objectives are: acquisition/remediation of basic skills; acquisition of appropriate attitudes and a realistic perspective of the workplace; understanding of the problems inherent in substance abuse; enhanced self-esteem.

14. Description of the Program and Services Provided:
This program is still in the embryo stage. As yet, all components are not in place, nor does the Angleton Independent School District feel that the program is complete. At this time the program consists of three components: (1) Reading and Math Remediation; (2) Counseling (including substance abuse); (3) Workplace Skills and Attitudes

15. Specific Successes of the Program/Problems Encountered/Solutions Used:
The program centers on a computer lab and this in itself proved highly motivating. Identification measures (an identification form and teacher inservice) were highly successful in correctly identifying at-risk students.

Students objected to the "Dropout" designation and renamed the program SASS (Students Against Skipping School). Curriculum modifications were necessary. Teachers trained to use the computer lab.

16. Special Factors to Consider in Implementing Program at Another Site:
Since at this time, the nucleus of the program is a computer lab, other sites may have difficulty in replicating this stage of the program.

17. Project Evaluation: External Eval. [✓ Internal Eval.] No Eval. Yet

18. Address of Project:
SASS - Angleton ISD
1201 Henderson Road
Angleton, Texas 77515
409-849-6711

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Study Skills

2. Contact Person: Nell Jones 3. Date Program Began: 9/1/87

4. Number of Participants (1986-87): 5. Age Range Served: 14 and older

6. Population(s) Served: Grades 9 through 12.

7. Program Eligibility Criteria: Ninth grade level or above.

8. Program Exit Criteria: Semester grade of 70% or above.

9. Program Type: [✓ Dropout Prevention] Dropout Recovery Other

10. Estimated (avg.) # of days participants spend in program: 88

11. Sponsoring Agency (Fiscal Agent): Lumberton ISD

12. Source(s) of Program Funds: Lumberton ISD

13. Description of Program Objectives:
The major goal is to teach students how to study and the principles of organization and to impress upon the students that these skills will carry over into other areas of their lives.

14. Description of the Program and Services Provided:
As a class in our curriculum, we offer this course to any student that requests it. At mid-term, any freshman student who has failed an academic class for the semester is strongly encouraged to drop extra curricular classes and take Study Skills.
Teachers cooperate with the Study Skills teacher to help the students be successful in all their courses.
Seminars are planned with community volunteers as speakers.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:
The only problem encountered has been denial by the state that this course be a state credit course. We are offering it for local credit

16. Special Factors to Consider in Implementing Program at Another Site:
The curriculum as written could be taught outside of school to those interested in improving themselves in this area.

17. Project Evaluation: External Eval. Internal Eval. [✓ No Eval. Yet]

18. Address of Project:
Study Skills
P. O. Box 8123
Lumberton, Texas 77711
409-755-4974

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: TEAMS Remediation

2. Contact Person: Chester Paxton 3. Date Program Began: 9/1/85

4. Number of Participants (1986-87): 20 5. Age Range Served: 17-18

6. Population(s) Served: High School Seniors

7. Program Eligibility Criteria: Failure of all or part of TEAMS in 11th Grade.

8. Program Exit Criteria: Passing Score on TEAMS

9. Program Type: [✓ Dropout Prevention] Dropout Recovery Other

10. Estimated (avg.) # of days participants spend in program: 180

11. Sponsoring Agency (Fiscal Agent): Linden-Kildare ISD

12. Source(s) of Program Funds: Chapter 1

13. Description of Program Objectives:
Instruction is focused on objectives tested on the TEAMS for the 11th and 12th grades in those subjects tested.

14. Description of the Program and Services Provided:
Students are scheduled into the class as part of the regular school day and are instructed by a certified teacher.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:
For the 1987 school year, all 12th graders passed both parts of the Exit Level TEAMS

16. Special Factors to Consider in Implementing Program at Another Site:
Since the program focuses upon 12th graders, it would only benefit the students on one campus.

17. Project Evaluation: [✓ External Eval.] Internal Eval. No Eval. Yet

18. Address of Project:

TEAMS Remediation Program
P. O. Box 840
Linden, Texas 75563

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: TEAMS Remediation Classes

2. Contact Person: Linda Hansen 3. Date Program Began: 9/85

4. Number of Participants (1986-87): 21 5. Age Range Served: 17-18

6. Population(s) Served: High School Students

7. Program Eligibility Criteria: Students who have not mastered exit level TEAM.

8. Program Exit Criteria: TEAMS mastery

9. Program Type: [✓ Dropout Prevention] Dropout Recovery Other

10. Estimated (avg.) # of days participants spend in program: 15

11. Sponsoring Agency (Fiscal Agent): Alvin ISD

12. Source(s) of Program Funds: Alvin ISD

13. Description of Program Objectives:
For the past two years we have offered remediation classes designed to help students who failed the exit level TEAMS test

14. Description of the Program and Services Provided:
The courses are designed to teach the necessary math and language arts skills as well as increase the student's self-confidence.
Math and English remediation classes have been required in the spring of the year for those students who failed the fall exam. We have also offered free summer TEAMS remediation classes but students have not enrolled.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:

16. Special Factors to Consider in Implementing Program at Another Site:

17. Project Evaluation: External Eval. [✓ Internal Eval.] No Eval. Yet

18. Address of Project: TEAMS Remediation
802 S. Johnson
Alvin, Texas 77511

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Youth Support Training Program (YSTP)

2. Contact Person: Jane Westbrook 3. Date Program Began: 1/2/86

4. Number of Participants (1986-87): 28 5. Age Range Served: 14-18

6. Population(s) Served: At-Risk and Disadvantaged Youth.

7. Program Eligibility Criteria: JTPA Eligible. TEAMS failure. Class failure.

8. Program Exit Criteria: Completion of the school year.

9. Program Type: [✓ Dropout Prevention] Dropout Recovery Other

10. Estimated (avg.) # of days participants spend in program: 32

11. Sponsoring Agency (Fiscal Agent): Weatherford ISD

12. Source(s) of Program Funds: Section 123, JTPA

13. Description of Program Objectives:
To provide instruction/tutoring in basic skills areas. To provide remediation through computer assisted instruction and to provide assessment and instruction in pre-employment skills competencies.

14. Description of the Program and Services Provided:
There are four major components of the program:
(1) Small group remedial instruction after school for students failing American or World History
(2) Peer tutoring after school for students failing English or Math
(3) Tutoring before and/or after school for juniors and seniors who have failed the TEAMS tests
(4) Small group tutoring after school at the middle school level

15. Specific Successes of the Program/Problems Encountered/Solutions Used:
In the small group instruction, 88% of the students brought grades up to passing with 50% achieving a grade of 80 or better. Of students enrolled in the peer tutoring programs, 75% brought their grades up to passing in one or more areas. All students enrolled in TEAMS tutoring successfully completed the exam.

Primary problems resulted from extensive paper work required for enrolling students. No suitable solution has been reached.

16. Special Factors to Consider in Implementing Program at Another Site:
Extensive time is involved in identifying eligible students, counseling them and enrolling them in the program.

17. Project Evaluation: External Eval. Internal Eval. [✓ No Eval. Yet]

18. Address of Project:

Youth Support Training
P. O. Drawer N
Weatherford, Texas 76086
817-594-7458

CURRICULAR AND REMEDIATION EMPHASIS:

Prevention

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DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Curriculum/Remedial Programs

2. Contact Person: Lydia Garcia 3. Date Program Began: 9-1-80

4. Number of Participants (1986-87): 300 5. Age Range Served: 6-21

6. Population(s) Served: Students in grades K-8.

7. Program Eligibility Criteria: Students scoring below 40th percentile on norm test (CTBS).

8. Program Exit Criteria: Increase in performance and scoring above the 40th percentile

9. Program Type: [✓ Dropout Prevention] Dropout Recovery Other

10. Estimated (avg.) # of days participants spend in program: 175

11. Sponsoring Agency (Fiscal Agent): Southside ISD

12. Source(s) of Program Funds: Federal Funds

13. Description of Program Objectives:
To enhance students skills and knowledge in reading, language and math. To provide a 1-8 teacher-student ratio to increase potential for learning. To supplement regular program activities.

14. Description of the Program and Services Provided:
Students are pulled out during the instructional day and are provided instruction in reading, language, or math in a more enriched environment. The program supplements regular instruction, but the student/teacher ratio is 8/1 - which allows for more one-to-one activities. Program teachers coordinate their activities with the regular program personnel.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:
Normal NCE scores indicate that students gain and thus the program is successful. Many students are able to leave the program after one year of instruction.

There are not enough personnel to address the needs of all students and federal funds are often reduced.

16. Special Factors to Consider in Implementing Program at Another Site:
Trained staff and the purchase of equipment require additional funds.

17. Project Evaluation: External Eval. Internal Eval. [✓ No Eval. Yet]

18. Address of Project:

Curriculum/Remedial Program
1610 Martinez-Losoya Road
San Antonio, Texas 78221
512-626-2346

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Dropout Prevention and Recovery Programs

2. Contact Person: Carolyn Garrison 3. Date Program Began: 9/1/87

4. Number of Participants (1986-87): 5. Age Range Served: 4 yrs-adult

6. Population(s) Served: Cleburne schools and community.

7. Program Eligibility Criteria: Youth identified as at risk and hard to serve adults.

8. Program Exit Criteria: Graduation. Obtaining job skills. No longer identified as at risk.

9. Program Type: [✓ Dropout Prevention] [✓ Dropout Recovery] Other

10. Estimated (avg.) # of days participants spend in program: on-going

11. Sponsoring Agency (Fiscal Agent): Cleburne ISD

12. Source(s) of Program Funds: Local school and agencies, JTPA

13. Description of Program Objectives:
To promote basic academic skill development through computer and teacher assisted instruction. To retain at-risk students in a school program through personal guidance and an individualized program of instruction. To develop employment skills in at-risk students and provide employment opportunities in which to practice newly acquired skills. To improve personal self esteem and develop interpersonal skills.

14. Description of the Program and Services Provided:
The program identifies K-12 at-risk students based on academic and economic needs as well as poor attendance records and language barriers. The district cooperates with local service agencies in locating hard to serve adults and those who have previously dropped out of school. Services include, but are not limited to, counseling, special class placement, alternative class placement, remediation of TEAMS objectives, oral language immersion, development of employment competencies, job placement services, competency based high school diploma, adult education programs and programs developed to promote positive attitudes.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:
The problem encountered is lack of funding for personnel, equipment and classroom facilities.

16. Special Factors to Consider in Implementing Program at Another Site:

17. Project Evaluation: External Eval. Internal Eval. [✓ No Eval. Yet]

18. Address of Project:
Dropout Prevention
103 S. Walnut
Cleburne, Texas 76031
817-645-4373

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Excess Cost/Self-Contained Model

2. Contact Person: Marta G. Rivera 3. Date Program Began: 7/1/84

4. Number of Participants (1986-87): 2,173 5. Age Range Served: 6-14

6. Population(s) Served: 99.9% Hispanic

7. Program Eligibility Criteria: Students functioning below grade level in language or reading.

8. Program Exit Criteria: Students exhibit substantial NCE gains in reading or in language acquisition.

9. Program Type: [✓ Dropout Prevention] Dropout Recovery Other

10. Estimated (avg.) # of days participants spend in program: 175

11. Sponsoring Agency (Fiscal Agent): McAllen ISD

12. Source(s) of Program Funds: Chapter I Regular/Migrant, State

13. Description of Program Objectives:
Upon completion of the program, all students will demonstrate gains in language development and reading skills. Parental involvement will be obtained through newsletters, meetings, phone calls, home visits and other parental involvement activities.

14. Description of the Program and Services Provided:
The McAllen School District is committed to implementing an instructional program that will significantly assist its educationally disadvantaged students. At the elementary level, this project offers an alternative instructional design. It strives to raise the students' academic level by lowering the pupil/teacher ratio considerably, thus allowing for more individualized instruction. This design, Excess Cost/Matching teacher, enables students to work at their performance level by using the Mastery Learning concept. Thus, they experience success through carefully motivated instruction.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:
The problem of adequate classroom space was solved by acquiring portable buildings which were divided into two classrooms.

16. Special Factors to Consider in Implementing Program at Another Site:
Facilities are a primary concern - each teacher needs an appropriate classroom. Inservice training for teachers. Teachers must believe in the project and be motivated individuals in order to encourage/motivate.

17. Project Evaluation: External Eval. [✓ Internal Eval.] No Eval. Yet

18. Address of Project:

Excess Cost/Self-Contained Model
2000 N. 23rd
McAllen, Texas 78501
512-632-3233

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Flexible Educational Ability Trails (FEAT)

2. Contact Person: Dick Gibbs 3. Date Program Began: 9/1/85

4. Number of Participants (1986-87): 2,150 5. Age Range Served: 6-18

6. Population(s) Served: All students, grade 1-12.

7. Program Eligibility Criteria: Teacher recommendation. Class failure. Test performance.

8. Program Exit Criteria:

9. Program Type: [✓ Dropout Prevention] Dropout Recovery Other

10. Estimated (avg.) # of days participants spend in program: 175

11. Sponsoring Agency (Fiscal Agent): Quinlan ISD

12. Source(s) of Program Funds: General Operating Funds

13. Description of Program Objectives:
To enable students to progress continuously at a brisk but comfortable pace at a level commensurate with their abilities. To enhance students' self concepts by challenging them to do their best and helping them to succeed in all endeavors. To remove gaps in learning as students master core academic skills. To reduce the rate of retention. To curtail disengagement and drop-out tendencies among students.

14. Description of the Program and Services Provided:
Students are separated by ability for core academic subjects. Teachers use materials, curriculum guides and textbooks which are commensurate with the ability level of each student. Lesson plans are targeted toward the learning level of the students. Students change levels in a flexible arrangement, moving up or down as needed.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:
The FEAT program has brought a sense of success to many slower students who would have a tendency to disengage and eventually drop out. The more academically adept students have also enjoyed greater success, having been given opportunities for enrichment and acceleration. TEAMS test scores have risen.

The greatest problem encountered is securing and retaining teachers with special training and attitudes, nation-wide advertising has solved this.

16. Special Factors to Consider in Implementing Program at Another Site:
Staffing needs in the FEAT program require some additional personnel to accommodate smaller class sizes among the slower learners.

17. Project Evaluation: External Eval. [✓ Internal Eval.] No Eval. Yet

18. Address of Project:
FEAT Program
P. O. Box 466
Quinlan, Texas 75474
214-356-2155

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Hereford ISD Extended School Year

2. Contact Person: Marc Williamson 3. Date Program Began: 8/6/85

4. Number of Participants (1986-87): 585 5. Age Range Served: 4-18

6. Population(s) Served: K-12th

7. Program Eligibility Criteria: Teacher or parent referral. Students failing in major academic areas.

8. Program Exit Criteria: Demonstrate mastery of basic skills on grade level.

9. Program Type: [✓ Dropout Prevention] Dropout Recovery Other

10. Estimated (avg.) # of days participants spend in program: 20

11. Sponsoring Agency (Fiscal Agent): Hereford ISD

12. Source(s) of Program Funds: Local

13. Description of Program Objectives:
To provide additional engaged learning time to students. To provide individualized instruction in a small group setting. To provide specific basic skills instructions. To significantly reduce the rate of retention and the number of dropouts. To improve students self concepts by providing the opportunity and means for academic success. To reduce the number of failures on minimum skills tests such as TEAMS.

14. Description of the Program and Services Provided:
During the spring semester, students who are exhibiting deficiencies in basic skills areas and are in danger of being retained will be counseled and parents contacted for a conference. With parent permission students are registered for the program. Teachers of these enrolled students prepare a list of specific competencies that the student must master in order to reach an acceptable minimum level. Selected teachers in core subjects are recruited. Class size is 10 students maximum. Classes are held in the mornings for six weeks or until mastery occurs. Follow-up reports are conducted.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:
Approximately 85% of the students enrolled in the program have successfully mastered the basic skills necessary to demonstrate adequate proficiency on grade level.

16. Special Factors to Consider in Implementing Program at Another Site:
The Board must be committed to adequate funding. The referring teacher must provide specific detailed objectives for completion. Parent notification must be an intense effort.

17. Project Evaluation: External Eval. [✓ Internal Eval.] No Eval. Yet

18. Address of Project:
Hereford ISD
P. O. Box 1698
Hereford, Texas 79045
806-364-0606

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Intensive Care Tutorial Program

2. Contact Person: Morris Johnson 3. Date Program Began: 1/7/86

4. Number of Participants (1986-87): 124 5. Age Range Served: Grades 1-11

6. Population(s) Served: At-Risk Students

7. Program Eligibility Criteria: Remediation need according to TEAMS. Pre-assessment tests. Recommendations.

8. Program Exit Criteria: Mastery of TEAMS skills.

9. Program Type: [✓ Dropout Prevention] Dropout Recovery Other

10. Estimated (avg.) # of days participants spend in program: 2/week for 1 semester

11. Sponsoring Agency (Fiscal Agent): Huntsville ISD

12. Source(s) of Program Funds: State Compensatory Funds

13. Description of Program Objectives:
    To increase student achievement in reading, writing and math. To increase parental involvement in the educational process. To increase parental awareness of effective strategies which increase student achievement. To promote school-community relations in a positive way. To improve students' self-concept and self-esteem. To reduce disruptive classroom behavior.

14. Description of the Program and Services Provided:
    Students and parents attend two evenings each week from 6-8:30 p.m. Students receive instruction in reading, writing and math in groups of 5 students to 1 teacher. An individual skill profiles is kept for each student. Materials include TEAMS Strategies and others materials different from daily work. Parents are instructed in parenting techniques and other areas such as self-concept and learning styles by outside consultants for half the session and observe student instruction in the other half session.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:
    According to parents and regular classroom teachers, students demonstrated improved attitude toward school, increased attendance, improved academic performance, improved self discipline and reduced disruptive behavior. Completing pre-testing and profile sheets was time consuming, this year this work will be done during the regular school day. To improve communication, this year flyers will be sent home regularly with students.

16. Special Factors to Consider in Implementing Program at Another Site:
    Requires 1:5 teacher-student ratio, parent coordinator, clerk/aide, consultants for parent program. Need to identify good materials different from those used in regular program. Need campus security. Supply refreshments.

17. Project Evaluation: External Eval. [✓ Internal Eval.] No Eval. Yet

18. Address of Project:
    Intensive Care Tutorial
    341 Old Madisonville Road
    Huntsville, Texas 77340
    409-295-1077

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Project CAR (Children At-Risk)

2. Contact Person: Wally Watkins 3. Date Program Began: 9/1/86

4. Number of Participants (1986-87): 50 5. Age Range Served: 5-20

6. Population(s) Served: K-12

7. Program Eligibility Criteria: Prerequisite deficient significantly below normal expectancy-not learning disabled.

8. Program Exit Criteria: TEAMS Mastery, Passing RCOBE, Above 40th percentile on SAT.

9. Program Type: [✓ Dropout Prevention] Dropout Recovery Other

10. Estimated (avg.) # of days participants spend in program: 170

11. Sponsoring Agency (Fiscal Agent): Wylie ISD

12. Source(s) of Program Funds: Local

13. Description of Program Objectives:
Wylie ISD will employ corrective and innovative approaches which involve program planning, identification, instructional design, inservice education and evaluation to remediate children with deficiencies to allow each child an opportunity to achieve their appropriate potential.

14. Description of the Program and Services Provided:
Students not making progress in spite of program modification in regular classroom will be assessed and placed in appropriate remedial or compensatory program. Students who do not progress in regular remedial programs are placed in an instructional program designed for students with dyslexia or related disorders. Students with severe dyslexia or related disorders who are unable to make academic progress in these programs will be referred to special education. Tutoring services are available at all levels of remediation.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:
TEAMS scores increased in all areas. The number of dropouts remained low if specifically related to academic failure.
An area of concern was identification and classification of students. This was addressed by a three day intensive workshop on identification procedures.

16. Special Factors to Consider in Implementing Program at Another Site:
Time and Training plus Cost Factor.

17. Project Evaluation: External Eval. [✓ Internal Eval.] No Eval. Yet

18. Address of Project:

Project CAR (Children At-Risk)
P. O. Box 490
Wylie, Texas 75098
214-442-5444

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Project Redesign

2. Contact Person: H. John Fuller 3. Date Program Began: 1-1-86

4. Number of Participants (1986-87): 1600 5. Age Range Served: PreK-12

6. Population(s) Served: All Students

7. Program Eligibility Criteria: Outcomes based educational improvements.

8. Program Exit Criteria: Students exit with pre-specified desired outcomes.

9. Program Type: Dropout Prevention Dropout Recovery Other

10. Estimated (avg.) # of days participants spend in program: 175

11. Sponsoring Agency (Fiscal Agent): Muleshoe ISD

12. Source(s) of Program Funds: Local, State and Federal Funds

13. Description of Program Objectives:
All students will learn well and succeed in learning. Student drop-out rate is less that 10% district-wide. A high percentage (75% or more) of students attend post secondary schools for advanced training or formal education. Students are moved through the entire school program with success. Teachers and administrators recognize that schools control factors that determine student success.

14. Description of the Program and Services Provided:
A holistic school improvement program was initiated in the spring of 1986 in Muleshoe ISD It is an outcomes-based education development program that is based on a collaborative agreement between four public schools (Muleshoe ISD, Crosbyton ISD, Spur ISD and Olton ISD) and a public university (Texas Tech University, Lubbock, Texas). The project is holistic in nature and provides a guide for curriculum alignment, collaborative management, goal setting, and other effective school practices.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:
Successes: Low drop-out rate. Higher student success (improved Basic Skills scores). Improved school climate. Public commitment and support for education.

Problems Encountered: Intensive staff training is required. Commitment, mid-management leadership, and a strong vision are pre-requisites for program success.

Solutions: Released time, summer training, new teacher orientation. Readiness activities.

16. Special Factors to Consider in Implementing Program at Another Site:
Staff Training. Sufficient time must be given to implementing readiness activities.

17. Project Evaluation: External Eval. Internal Eval. No Eval. Yet

18. Address of Project:
Project Redesign
514 West Avenue G
Muleshoe, Texas 79347
806-272-3389

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Project R.E.S.C.U.E.

2. Contact Person: Marlene Baber

3. Date Program Began: 9/1/87

4. Number of Participants (1986-87):

5. Age Range Served: 6-18

6. Population(s) Served: All Students

7. Program Eligibility Criteria: Reading Difficulties. Class Failure. Non-Mastery of TEAMS.

8. Program Exit Criteria: TEAMS Mastery. Reading at Grade Level. Complete Essential Elements.

9. Program Type: Dropout Prevention Dropout Recovery [✓ Other]

10. Estimated (avg.) # of days participants spend in program:

11. Sponsoring Agency (Fiscal Agent): Eustace ISD

12. Source(s) of Program Funds: LEA

13. Description of Program Objectives:
To provide a multisensory approach to students experiencing difficulty in reading. To allow for more appropriate recommendations to the special education program. Early intervention of students who may be potential non-readers or who will experience difficulty by being taught through traditional classroom techniques. To ensure the mastery of TEAMS objectives.

14. Description of the Program and Services Provided:
Project R.E.S.C.U.E. began as an alternative to social promotion and as part of the district dyslexia program. It has developed into a full scale K-12 program that will allow more accurate tracking of students who may not be able to master the minimum state educational objectives. Teachers and parents worked together to develop a program that would meet the needs of students with unique learning styles that are of above average IQ. range. Students are placed in classrooms with specially trained teachers using a variety of multi-sensory teaching techniques.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:
Because this is the first year of the program, no specific successes have been achieved; however, the initial enthusiasm of parents has been very encouraging.

The main problem was deciding on the types of criteria to use for identification of students. Committee members chose several widely accepted tests in reading.

16. Special Factors to Consider in Implementing Program at Another Site:
Trained staff is the most important factor.

17. Project Evaluation: External Eval. Internal Eval. [✓ No Eval. Yet]

18. Address of Project:
Project R.E.S.C.U.E.
P. O. Box 188

CURRICULAR AND REMEDIATION EMPHASIS:

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Roma ISD Migrant Dropout Prevention 196
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DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Chapter I Migrant Secondary Leadership Series

2. Contact Person: Irma Gonzalez 3. Date Program Began: 12/20/86

4. Number of Participants (1986-87): 30 5. Age Range Served: 15-17

6. Population(s) Served: Migrant Freshman Students

7. Program Eligibility Criteria: Migrant Student

8. Program Exit Criteria:

9. Program Type: [✓ Dropout Prevention] Dropout Recovery Other

10. Estimated (avg.) # of days participants spend in program: 3 days

11. Sponsoring Agency (Fiscal Agent): Weslaco ISD

12. Source(s) of Program Funds: Chapter I Migrant

13. Description of Program Objectives:
To give students opportunities to develop leadership skills.
To motivate students to stay in school.

14. Description of the Program and Services Provided:
The students participated in a series of leadership seminars during a three day period. The students were housed in a dorm with other students in a nearby college. One other school district shared the cost of the seminar.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:
The outstanding seminar student selected was from Weslaco. Students requested further seminars with similar topics. Parents requested similar seminars for other students.

Overnight stays required Board and parental approval. Some students did not receive parental approval. The next seminar will be held in Weslaco.

16. Special Factors to Consider in Implementing Program at Another Site:
Facilities and staff to act as chaperons.

17. Project Evaluation: External Eval. [✓ Internal Eval.] No Eval. Yet

18. Address of Project:
Chapter I Migrant
P. O. Box 266
Weslaco, Texas 78596
512-968-1515

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Community Representatives

2. Contact Person: Eva Barron and Bill Perry 3. Date Program Began:

4. Number of Participants (1986-87): 5. Age Range Served: K-12

6. Population(s) Served: AISD Migrant Students

7. Program Eligibility Criteria: Chapter I, Bilingual and Migrant Students.

8. Program Exit Criteria:

9. Program Type: [✓ Dropout Prevention] Dropout Recovery Other

10. Estimated (avg.) # of days participants spend in program:

11. Sponsoring Agency (Fiscal Agent): Austin ISD

12. Source(s) of Program Funds: Local and Federal Funds

13. Description of Program Objectives:
To increase communication between home and school.
To stimulate parent participation in the education of their children.

14. Description of the Program and Services Provided:
The program provides support to those schools and students participating in the program. It also facilitates three Parent Advisory Councils. The community representative makes home visits to check on absences, to complete necessary school records, to provide services to families or to inform parents about meetings or conferences. Overall, the community representatives provide an extra link to enhance communication between home and school with those families who are often mobile, who do not have a telephone and who have a greater need for the additional contact.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:

16. Special Factors to Consider in Implementing Program at Another Site:

17. Project Evaluation: External Eval. Internal Eval. [✓ No Eval. Yet]

18. Address of Project:
Community Representatives
6100 Guadalupe
Austin, Texas 78752
512-483-3128

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Resource Education and Curriculum Help - REACH

2. Contact Person: Dr. Robert L. Phillips 3. Date Program Began: 9/1/76

4. Number of Participants (1986-87): 16 5. Age Range Served: 12-15

6. Population(s) Served: Students of migrant parents.

7. Program Eligibility Criteria: Moved across district lines within six years. Family employed in agriculture activities.

8. Program Exit Criteria: 6 year eligibility.

9. Program Type: [✓ Dropout Prevention] Dropout Recovery Other

10. Estimated (avg.) # of days participants spend in program: 2 semesters

11. Sponsoring Agency (Fiscal Agent): Georgetown ISD

12. Source(s) of Program Funds: Federal Program

13. Description of Program Objectives:
To help the students with their curriculum. To provide enrichment activities for students at grade level or above. Provide liaison with parents.

14. Description of the Program and Services Provided:
Students who qualify have the option to take REACH as an elective. During that period of the day, they work with the teacher on any subject with which they need help. Students who qualify but are not scheduled in the class are monitored and can be tutored if needed.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:
Everyone was promoted to the next grade level.
It was offered as an elective and some students selected another elective and schedule problems made it difficult for some to take the class. The solution was to pull out of the program this year.

16. Special Factors to Consider in Implementing Program at Another Site:

17. Project Evaluation: [✓ External Eval.] [✓ Internal Eval.] No Eval. Yet

18. Address of Project:
Project REACH
1701 N. Austin Blvd.
Georgetown, Texas 78628
512-863-6595

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Roma ISD Migrant Dropout Prevention

2. Contact Person: Ricardo Esparza 3. Date Program Began: 6/22/87

4. Number of Participants (1986-87): 18 5. Age Range Served: 16-19

6. Population(s) Served: Migrant Students

7. Program Eligibility Criteria: Identified Migrant Students.

8. Program Exit Criteria: Program terminated 7/31/87.

9. Program Type: [✓ Dropout Prevention] Dropout Recovery Other

10. Estimated (avg.) # of days participants spend in program: 30

11. Sponsoring Agency (Fiscal Agent): Roma ISD

12. Source(s) of Program Funds: TEA Migrant Program (Federal Funds)

13. Description of Program Objectives:
The main thrust of the program was to provide remedial instruction for those migrant students who failed to achieve mastery of TEAMS objectives. The main objective was to provide an incentive and down-to-earth instruction to keep these students in school.

14. Description of the Program and Services Provided:
Remedial instruction was provided by teachers employed by the migrant program. This instruction was provided for language arts and mathematics. The Roma ISD was the sole sponsor of this venture.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:
Students were able to understand what the TEAMS exam was all about. Final success will be when they master the portion of the TEAMS they failed the first time.

16. Special Factors to Consider in Implementing Program at Another Site:
Classrooms and teachers that are sensitive to the educational problems that migrant students face.

17. Project Evaluation: External Eval. Internal Eval. [✓ No Eval. Yet]

18. Address of Project:
Roma ISD Migrant
P. O. Box 187
Roma, Texas 78584
512-849-1585

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Secondary Migrant Program

2. Contact Person: Javier E. de la Pena 3. Date Program Began: 1966-67

4. Number of Participants (1986-87): 1,043 5. Age Range Served: 11-21

6. Population(s) Served: Migrant students.

7. Program Eligibility Criteria: Age/grade placement. Mobility patterns. Family history of dropouts.

8. Program Exit Criteria: High School Graduation.

9. Program Type: [✓ Dropout Prevention] Dropout Recovery [✓ Other]

10. Estimated (avg.) # of days participants spend in program: Varies

11. Sponsoring Agency (Fiscal Agent): Laredo ISD

12. Source(s) of Program Funds: Chapter I Migrant

13. Description of Program Objectives:
The program is designed to provide supplementary educational and support services to meet the special needs of migrant students. The supplementary activities are coordinated and correlated with the regular school program and are offered during the regular school day, evenings and Saturdays, thereby obtaining additional instruction and/or credits.

14. Description of the Program and Services Provided:
Saturday credit classes and the evening credit classes allow migrant students the opportunity to lessen some of the credit deficiencies in high school by enrolling in additional credit classes. The Tutorial Assistance Program provides migrant students an opportunity to receive special individualized instruction during the regular school day at the middle school and high school levels. The University of Texas Dropout Prevention Program allows migrant students to lessen credit deficiencies in high school through correspondence courses.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:
A significant number of migrant students graduating from high school. A significant number of migrant students furthering their education by attending college/university.

16. Special Factors to Consider in Implementing Program at Another Site:
Classroom, certified teachers, systematic approach to scheduling, good rapport with foundation program, local policies.

17. Project Evaluation: [✓ External Eval.] [✓ Internal Eval.] No Eval. Yet

18. Address of Project:

Secondary Migrant Program
1703 Houston Street
Laredo, Texas 78040
512-722-4905

CURRICULAR AND REMEDIATION EMPHASIS:

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Special Education Programs:

Klein's Transitional Program 201
Handicapped Youth-Tropical Texas MH & MR 202
Operation Job Find 203

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Klein's Transitional Program

2. Contact Person: E. Eileen Humphrey 3. Date Program Began: 6/1/83

4. Number of Participants (1986-87): 31 5. Age Range Served: 16-25

6. Population(s) Served: Developmentally disabled/special education students.

7. Program Eligibility Criteria: Must have a handicapping condition defined by Texas Education Agency criteria.

8. Program Exit Criteria: Meet the goals of an Individual Habilitation Plan.

9. Program Type: [✓ Dropout Prevention] Dropout Recovery Other

10. Estimated (avg.) # of days participants spend in program: 3 - 9 months

11. Sponsoring Agency (Fiscal Agent): Klein ISD

12. Source(s) of Program Funds: Texas Rehabilitation Commission & Klein ISD

13. Description of Program Objectives:
    To identify potential dropouts and refer to Klein's Transitional Program for counseling, parent/student awareness, agency and community resources, guidance to vocational training sites, job placement, supportive employment and follow-up services.

14. Description of the Program and Services Provided:
    Link with agencies within our area such as MHMRA, TRC and independent living facilities. Awareness of agencies such as Social Security Administration for help in financial administration. Linking with training institutions throughout the State of Texas. Setting realistic goals in living arrangements, transportation, leisure/recreation, training and job placement. Follow-up services, an extremely important component of the success of a school leaver's life adjustment.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:
    Designated as an exemplary program by the Regional Rehabilitation Commission. Production of Technical Assistance Manual for methods and processes to identify, train and place dropouts.

    Lack of support and realistic expectations from parents/caretakers is solved by personal contact with parents and development of Individual Transition Plan while in school that will follow the student into supporting agencies.

16. Special Factors to Consider in Implementing Program at Another Site:
    A staff that understands and that has a positive relationship with employers and agencies in the community; supportive administration.

17. Project Evaluation: [✓ External Eval.] [✓ Internal Eval.] No Eval. Yet

18. Address of Project:

    Klein's Transition Program
    7200 Spring-Cypress Road
    Klein, Texas 77379-3299
    713-376-4180

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Handicapped Youth-Tropical Texas MH & MR

2. Contact Person: Ken Standifer 3. Date Program Began: 9/14/87

4. Number of Participants (1986-87): 25 5. Age Range Served: 16-21

6. Population(s) Served: Students with developmental disabilities.

7. Program Eligibility Criteria: JTPA eligible and handicapped.

8. Program Exit Criteria: Youth competency completed.

9. Program Type: [✓ Dropout Prevention] [✓ Dropout Recovery] Other

10. Estimated (avg.) # of days participants spend in program: 75

11. Sponsoring Agency (Fiscal Agent): Cameron County SDA

12. Source(s) of Program Funds: JTPA Section 123 Funds

13. Description of Program Objectives:
Individual treatment program designed to improve work habits and job related skills, develop social skills and personal behavior to participate fully and productively in life situations for handicapped youth. The ultimate goal is to enhance employability skills of the handicapped participant.

14. Description of the Program and Services Provided:
Students recruited from Brownsville ISD and the local Texas Rehabilitation Commission. The program provides four weeks of training and instruction to clients before job site placement with an allowance of $40.00 per week. The program trains and operates job specific crews at hospital and/or public schools for janitorial work, 25 hours per week, $3.35 per hour. Monitoring, as well as documentation of program and individual client progress is provided.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:

16. Special Factors to Consider in Implementing Program at Another Site:
Training personnel must be qualified to coach and train special education type students in jobs developed for handicapped youth. Recommend that contractor be in the business of serving the handicapped.

17. Project Evaluation: External Eval. Internal Eval. [✓ No Eval. Yet]

18. Address of Project:

Handicapped Youth
302 King Highway #209
Brownsville, Texas 78521
512-542-5935

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Operation Job Find

2. Contact Person: Samuel C. Ferguson 3. Date Program Began: 2/86

4. Number of Participants (1986-87): 6 5. Age Range Served: 17-18

6. Population(s) Served: High School Special Education Students.

7. Program Eligibility Criteria: Junior-Senior Level, Special Education.

8. Program Exit Criteria: Pass Test Administered by Director.

9. Program Type: [✓ Dropout Prevention] Dropout Recovery [✓ Other]

10. Estimated (avg.) # of days participants spend in program: 20

11. Sponsoring Agency (Fiscal Agent): Hamlin ISD

12. Source(s) of Program Funds: Chapter 2 (State)

13. Description of Program Objectives:
This program is geared to helping high school special education students locate, secure and maintain possible employment. Necessary skills are taught that will help students locate jobs and keep them.

14. Description of the Program and Services Provided:

15. Specific Successes of the Program/Problems Encountered/Solutions Used:
Every student who has enrolled has successfully completed criteria for exit. Follow-up is used with students to see if skills they learned are being used.

No real problems - this is one of the best programs with this subject-matter and the people we try to serve.

16. Special Factors to Consider in Implementing Program at Another Site:
Good facilities with access to copier or duplicating machine. Chalk boards, etc. are real handy. We use school classroom.

17. Project Evaluation: [✓ External Eval.] Internal Eval. No Eval. Yet

18. Address of Project:

Operation Job Find
250 S.W. Avenue F
Hamlin, Texas 79520
915-576-2261

CURRICULAR AND REMEDIATION EMPHASIS:

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Summer Programs

JTPA Summer School 207
Summer Enrichment/Remediation Programs 208
Summer Remediation Program for High Risk Students 209
Ysleta Summer Opportunity School 210

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: JTPA Summer School

2. Contact Person: Sheryl Young 3. Date Program Began: 6/14/87

4. Number of Participants (1986-87): 20 5. Age Range Served: 14-17

6. Population(s) Served: Students from Low Income Families.

7. Program Eligibility Criteria: TEAMS Failure. Below Grade Level. Low Achievement Test Scores.

8. Program Exit Criteria:

9. Program Type: [✓ Dropout Prevention] Dropout Recovery Other

10. Estimated (avg.) # of days participants spend in program: 30

11. Sponsoring Agency (Fiscal Agent): Edna ISD

12. Source(s) of Program Funds: TEC/JTPA

13. Description of Program Objectives:
To increase students skills in the areas of reading and writing to the "survival" level. To provide life-skill training in language arts skills areas.

14. Description of the Program and Services Provided:
Students utilize a variety of resources (including newspapers, application forms, recipes, etc.) to increase their performance in the areas of reading, spelling, writing and oral communication.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:
On a pre/post test basis, all students showed improvement in the area of spelling. 90% of the students showed improvement in the areas of reading and language arts.

16. Special Factors to Consider in Implementing Program at Another Site:
Curriculum should be culturally adapted to the students involved. The use of local newspapers and forms increased student interest.

17. Project Evaluation: [✓ External Eval.] [✓ Internal Eval.] No Eval. Yet

18. Address of Project:

JTPA Summer School
P. O. Drawer D
Edna, Texas 77957
512-782-3573

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Summer Enrichment/Remediation Programs

2. Contact Person: Dr. David S. Herrera 3. Date Program Began: 9/1/84

4. Number of Participants (1986-87): 400 5. Age Range Served: 5-15

6. Population(s) Served: Students

7. Program Eligibility Criteria: Score below 40% on CTBS or did not master TEAMS objectives.

8. Program Exit Criteria: Score above 40% on CTBS or mastery of TEAMS objectives.

9. Program Type: [✓ Dropout Prevention] Dropout Recovery Other

10. Estimated (avg.) # of days participants spend in program: 20

11. Sponsoring Agency (Fiscal Agent): Southside ISD

12. Source(s) of Program Funds: Local

13. Description of Program Objectives:
To provide opportunities for students to enhance their skills.
To provide supplemental instruction on TEAMS and CTBS objectives.
To provide instruction in classes with a lower student/teacher ratio 20 - 1.

14. Description of the Program and Services Provided:
Students who scored below the 40th percentile of did not master TEAMS are invited to attend summer tutorial classes. The grades considered are 2-6. Language and Math are the subjects taught for this period of time.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:
Successes: Many students gain considerably during this period of time. Teachers are very positive about this program. Parents have been very positive about this program.

Problems Encountered: Funds to provide this training to more students.

16. Special Factors to Consider in Implementing Program at Another Site:
Staff monies.

17. Project Evaluation: External Eval. [✓ Internal Eval.] No Eval. Yet

18. Address of Project:
Summer Enrichment
1610 Martinez-Losoya Road
San Antonio, Texas 78221
512-626-2346

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Summer Remediation Program for High Risk Students

2. Contact Person: Oscar R. Valdez 3. Date Program Began: 7/20/87

4. Number of Participants (1986-87): 45 5. Age Range Served: 8-16

6. Population(s) Served: Grades 3, 5, 7 and 9

7. Program Eligibility Criteria: Non-mastery of Reading Subtest of TEAMS.

8. Program Exit Criteria:

9. Program Type: Dropout Prevention Dropout Recovery [✓ Other]

10. Estimated (avg.) # of days participants spend in program: 15

11. Sponsoring Agency (Fiscal Agent): Hiladgo ISD

12. Source(s) of Program Funds:

13. Description of Program Objectives:
The primary objective of the program is for students to reach grade level reading skills and therefore increase the probability that they would master the TEAMS reading subtest.

14. Description of the Program and Services Provided:
Teachers use on-grade level materials. Identified objectives/concepts from TEAMS are initially taught using the "Insights" program materials and supplementary grade level basals are used to apply the newly acquired skills. Teachers also use on-grade level "Writing and Thinking" with students who have not mastered the writing portion of TEAMS.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:
All students in grade 3 and 5 demonstrated mastery of the units as administered. Students in grades 7 and 9 demonstrated a marked increase in test scores.

For students functioning below grade level, teachers have done whatever is necessary to prepare the student to function with on-grade level material. Although, parents had agreed to send students, may did not attend. School personnel made additional phone calls and home visits.

16. Special Factors to Consider in Implementing Program at Another Site:

17. Project Evaluation: External Eval. Internal Eval. [✓ No Eval. Yet]

18. Address of Project:

Summer Remediation
P. O. Drawer D
Hidalgo, Texas 78597
512-843-8496

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Ysleta Summer Opportunity School

2. Contact Person: Linda Endlich 3. Date Program Began: 1/6/82

4. Number of Participants (1986-87): 511 5. Age Range Served: 14-18

6. Population(s) Served: Grades 7-12

7. Program Eligibility Criteria: Over aged underachieving students. Referrals. Limited English Proficient.

8. Program Exit Criteria: Successful completion of program as indicated by pre/post scores.

9. Program Type: [✓ Dropout Prevention] Dropout Recovery Other

10. Estimated (avg.) # of days participants spend in program: 35 - 40

11. Sponsoring Agency (Fiscal Agent): Ysleta ISD

12. Source(s) of Program Funds: State Compensatory Education

13. Description of Program Objectives:
The goal of the YSOS is to keep as many 7th-12th grade students in school as possible while improving their achievement levels in the basic curriculum areas of language arts, mathematics, social studies and science.

14. Description of the Program and Services Provided:
Students attending this 8-hour a day summer school receive intensive counseling and participate in a daily Advisory Period beyond the instructional program. Teachers receive inservice training in alternative teaching strategies and a community studies curriculum. An active parental component is organized each summer.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:
Over 2,500 students have successfully completed this program and have remained in school and achieved to a greater extent. Many local, state and national awards have been given to this summer program.
The program has been extremely successful and very well received by school district personnel.

16. Special Factors to Consider in Implementing Program at Another Site:
Sufficient funds, an appropriate facility, a highly specialized curriculum, a focus on alternative teaching strategies and the inclusion of a counseling component.

17. Project Evaluation: External Eval. [✓ Internal Eval.] No Eval. Yet

18. Address of Project:
Ysleta Summer Opportunity School
9600 Sims
El Paso, Texas 79925
915-595-5500

CURRICULAR AND REMEDIATION EMPHASIS:

Prevention

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DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Brazosport Alternative School

2. Contact Person: J.B. Berryhill 3. Date Program Began: 1983

4. Number of Participants (1986-87): 201 5. Age Range Served: 11-21

6. Population(s) Served: Grades 7-12, Out of School Youth

7. Program Eligibility Criteria: Class failure. Absences. Referral. Behavior problem.

8. Program Exit Criteria: Graduation

9. Program Type: [✓ Dropout Prevention] [✓ Dropout Recovery] Other

10. Estimated (avg.) # of days participants spend in program: As long as necessary

11. Sponsoring Agency (Fiscal Agent): Brazosport ISD

12. Source(s) of Program Funds: Criminal Justice Division & Brazosport ISD

13. Description of Program Objectives:
The primary goal of the program is to increase graduation among potential dropouts and reduce the number of dropouts.

14. Description of the Program and Services Provided:
The Alternative School program stresses basic academic skills and job skills. The school also provides an interim educational program for pregnant students. Services include job placement, tutoring, and career motivational and self-worth counseling. Individual instruction and counseling are also available.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:

16. Special Factors to Consider in Implementing Program at Another Site:

17. Project Evaluation: [✓ External Eval.] [✓ Internal Eval.] No Eval. Yet

18. Address of Project:
Brazosport Alternative School
P. O. Drawer 2
Freeport, Texas 77541
409-265-6181 ext. 246

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Brownwood ISD Guidance Center

2. Contact Person: Jerry McSwain 3. Date Program Began: 1985

4. Number of Participants (1986-87): 102 5. Age Range Served: 10-20

6. Population(s) Served: Grades 7-12

7. Program Eligibility Criteria: Class failure. Truancy. Referral. Behavior, financial or economic problems.

8. Program Exit Criteria: Completion of 75 school days and school work.

9. Program Type: [✓ Dropout Prevention] Dropout Recovery Other

10. Estimated (avg.) # of days participants spend in program: 75

11. Sponsoring Agency (Fiscal Agent): Brownwood ISD

12. Source(s) of Program Funds: Compensatory

13. Description of Program Objectives:
To provide remediation of basic academic skills and motivation.
To provide cooperative problem solving.

14. Description of the Program and Services Provided:
The Guidance Center program attempts to improve student's basic academic skills, attitude and motivation toward school and the student's self-image. The Center provides parent outreach, tutoring and counseling services.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:

16. Special Factors to Consider in Implementing Program at Another Site:

17. Project Evaluation: [✓ External Eval.] [✓ Internal Eval.] No Eval. Yet

18. Address of Project:
Brownwood ISD Guidance Center
1909 Fourth Street
Brownwood, Texas 76801
915-643-2951

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Carver Learning Center

2. Contact Person: Vic Ashmead 3. Date Program Began: 7/1/73

4. Number of Participants (1986-87): 217 5. Age Range Served: 15-19

6. Population(s) Served: 9th Grade or Above.

7. Program Eligibility Criteria: At-Risk Students. Dropouts.

8. Program Exit Criteria: Graduation or desire to return to home school.

9. Program Type: [✓ Dropout Prevention] Dropout Recovery Other

10. Estimated (avg.) # of days participants spend in program: Unlimited

11. Sponsoring Agency (Fiscal Agent): Amarillo ISD

12. Source(s) of Program Funds: Amarillo ISD

13. Description of Program Objectives:
To increase the academic performance of students commensurate with their ability. To improve the social/emotional development of students. To increase career and vocational awareness of students about the world of work, career opportunities and vocational programs.

14. Description of the Program and Services Provided:
An individualized, self-paced and continuous progress program. It provides a co-op work program, group counseling, parent involvement, all required courses for graduation, art, homemaking and commercial classes. Both cognitive and affective areas attempt to foster positive values and attitudes.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:
Successes of the program include the advisor/advisee concept, the number of graduates and a positive attitude toward school.

Problems such as attendance, lack of academic motivation and low self-concepts have been solved by using a point system with built-in reinforcements, behavioral contracts and one-on-one intervention.

16. Special Factors to Consider in Implementing Program at Another Site:
Small class size, advisor/advisee concept, behavioral contracts, resource materials, AV equipment, cafeteria, gym facilities and a staff dedicated to this type of program.

17. Project Evaluation: [✓ External Eval.] [✓ Internal Eval.] No Eval. Yet

18. Address of Project:

Carver Learning Center
1905 Northwest 12th Street
Amarillo, Texas 79107
806-373-9002

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Center School Alternative School

2. Contact Person: David Manning 3. Date Program Began: 9/4/86

4. Number of Participants (1986-87): 250 5. Age Range Served: 14-22

6. Population(s) Served: Students with problems.

7. Program Eligibility Criteria: Emotionally disturbed. Learning disabled. Pregnant. Behavior problems.

8. Program Exit Criteria: Demonstrated success in academics, behavior and attendance.

9. Program Type: [✓ Dropout Prevention] Dropout Recovery Other

10. Estimated (avg.) # of days participants spend in program: Minimum of 1 year.

11. Sponsoring Agency (Fiscal Agent): North East ISD

12. Source(s) of Program Funds: Special Education Funds and State Funding

13. Description of Program Objectives:
    Center School is an alternative high school designed to meet the needs of students that are experiencing problems on the main campuses. It is a program of individualized education. The students contract to work in a continuous academic progress system. Appropriate behavior is enforced through a behavioral management system.

14. Description of the Program and Services Provided:
    Center School offers all classes needed for graduation with a teacher/student ratio of 1/8. The system is set up with structured guidelines to be consistent with consequences and choices for the students.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:
    Students graduate, some go on to college or the armed services, many return to their home campuses. It is our goal to return students to main campus as soon as possible.

    Some home campuses are reluctant to take students back; the solution is to set specific guidelines for returning to home campus.

16. Special Factors to Consider in Implementing Program at Another Site:
    Commitment on the part of the school board to set up a full alternative high school with everything needed to start a separate school.

17. Project Evaluation: [✓ External Eval.] Internal Eval. No Eval. Yet

18. Address of Project:
    Center School Alternative School
    2569 N.E. Loop 410
    San Antonio, Texas 78217
    512-650-9096

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Comprehensive Competency Program

2. Contact Person: James Ledbetter 3. Date Program Began: 5/87

4. Number of Participants (1986-87): 16 5. Age Range Served: 16-21

6. Population(s) Served: Dropouts

7. Program Eligibility Criteria: Economically and educationally disadvantaged.

8. Program Exit Criteria: GED passed

9. Program Type: [✓ Dropout Prevention] [✓ Dropout Recovery] Other

10. Estimated (avg.) # of days participants spend in program: 3-6 months

11. Sponsoring Agency (Fiscal Agent): Concho Valley SDA

12. Source(s) of Program Funds: 123 Funds plus co-funding from IIA

13. Description of Program Objectives:
Our objective is to improve the basic skills of students in order to enable them to function in today's society. We especially hope to take dropouts and make them a strong, marketable force in the job market.

14. Description of the Program and Services Provided:
The program covers academic skills in math, reading, language, writing, social studies and science. The functional competencies cover consumer economics, occupational knowledge, government, law, health and community resources. Upon achievement of GED, the student is sent to area schools for further vocational training.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:
Transportation and day care problems have been alleviated by providing bus tickets and working with family day care homes for child care.

16. Special Factors to Consider in Implementing Program at Another Site:

17. Project Evaluation: [✓ External Eval.] [✓ Internal Eval.] No Eval. Yet

18. Address of Project:

Comprehensive Competency Program
P. O. Box 60050
San Angelo, Texas 76906
915-944-9666

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Contemporary Learning Center

2. Contact Person: Naurita Daniels 3. Date Program Began: 9/1/73

4. Number of Participants (1986-87): 700 5. Age Range Served: 12-20

6. Population(s) Served: Students not successful in traditional schools.

7. Program Eligibility Criteria: Below grade level in reading and math. Student/parent interview.

8. Program Exit Criteria: Graduation-return to zone school-failure to meet standards.

9. Program Type: [✓ Dropout Prevention] [✓ Dropout Recovery] Other

10. Estimated (avg.) # of days participants spend in program: 2 years

11. Sponsoring Agency (Fiscal Agent): Houston ISD

12. Source(s) of Program Funds: Houston ISD

13. Description of Program Objectives:
To provide quality integrated education in a non-traditional learning environment. To provide self paced, individualized instruction that is competency based. To provide knowledge and skills in the use of computers. To provide the study of foreign language to interested students. To assist students in developing positive self concepts and goal setting and problem solving practices. To reduce the number of dropouts.

14. Description of the Program and Services Provided:
Students are involved in a program that is personalized to meet their needs and learning styles and are allowed to work at a learning level commensurate with their academic ability and motivation. Students receive guidance and instruction that allow greater learning options, increased attendance is encouraged, academic performances are accelerated and personal and social maturity is obtained. The competency based program provides individualized, continuous progress, success-oriented modes of instruction . The program has a partnership with IBM, Houston Police Dept., Childrens Protective Services and Child Advocates.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:
Increased number of students graduating, more students are remaining in program for longer periods of time and scholarship dollars for graduates are increasing.

Teacher training for self paced-instruction. Deans of Instruction have been assigned to all secondary schools, inservices are being conducted, support is being sought and provided. A school-based psychologist has been requested.

16. Special Factors to Consider in Implementing Program at Another Site:
Teacher training for self-paced instruction. Counselors/student ratio of 1:17

17. Project Evaluation: [✓ External Eval.] [✓ Internal Eval.] No Eval. Yet

18. Address of Project:
Contemporary Learning Center
3830 Richmond Avenue
Houston, Texas 77027
713-623-5232

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: George I. Sanchez High School

2. Contact Person: Gloria Guardiola 3. Date Program Began: 1973

4. Number of Participants (1986-87): 90 5. Age Range Served: Grades 7-12

6. Population(s) Served: Grades 7-12

7. Program Eligibility Criteria: Hispanic at-risk youth. Dropouts

8. Program Exit Criteria:

9. Program Type: [✓ Dropout Prevention] [✓ Dropout Recovery] Other

10. Estimated (avg.) # of days participants spend in program:

11. Sponsoring Agency (Fiscal Agent):

12. Source(s) of Program Funds:

13. Description of Program Objectives:

To raise the educational functional level of the middle and secondary school dropout.
To improve the employability of the Hispanic dropout.
To increase the number of Hispanic dropouts who obtain a high school diploma or GED.

14. Description of the Program and Services Provided:

The program is unique in that it is an alternative school for Hispanic youth which focuses on cultural identity and the participants formulate school rules. The program provides individualized instruction, intensive counseling and job orientation. GED preparation classes are offered as well as a regular program for a high school diploma.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:

Since the program's accreditation in 1978, over 50 students have graduated with their diplomas.

16. Special Factors to Consider in Implementing Program at Another Site:

17. Project Evaluation: External Eval. Internal Eval. [✓ No Eval. Yet]

18. Address of Project:

George I. Sanchez
204 Clifton
Houston, Texas 77011
713-926-4167

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Individualized Study Center

2. Contact Person: Carolyn E. Brown 3. Date Program Began: 1982

4. Number of Participants (1986-87): 210 5. Age Range Served: 11-19

6. Population(s) Served: Grades 7-12

7. Program Eligibility Criteria: Class failure. Absences. Recommendation. Behavior referrals. Request.

8. Program Exit Criteria:

9. Program Type: [✓ Dropout Prevention] Dropout Recovery Other

10. Estimated (avg.) # of days participants spend in program: 30 days - 1 year

11. Sponsoring Agency (Fiscal Agent): Alief ISD

12. Source(s) of Program Funds: TEA, Local, School Community Center Grant Funds

13. Description of Program Objectives:
The goals of the program are to help the student adjust to public schools and to return the student to regular school programs. The program addresses the specific problems confronting the student.

14. Description of the Program and Services Provided:
The program emphasizes basic academic skills, community/parent outreach, increasing student motivation and student self-image. The program offers teacher and peer tutoring. The program provides individualized instruction, behavior management, individual and group counseling, and parent skills training.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:

16. Special Factors to Consider in Implementing Program at Another Site:

17. Project Evaluation: External Eval. [✓ Internal Eval.] No Eval. Yet

18. Address of Project:
Individualized Study Center
P. O. Box 68
Alief, Texas 77411
713-498-8110 ext. 4460

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Magnet Schools

2. Contact Person: Faye B. Bryant 3. Date Program Began: 9/1/75

4. Number of Participants (1986-87): 56,943 5. Age Range Served: 3-18

6. Population(s) Served: Students

7. Program Eligibility Criteria: Good attendance and conduct. C average. Needs, etc. not met in traditional schools.

8. Program Exit Criteria: Graduation or promotion. Failure to meet standards or program eligibility.

9. Program Type: [✓ Dropout Prevention] Dropout Recovery Other

10. Estimated (avg.) # of days participants spend in program: 4 years

11. Sponsoring Agency (Fiscal Agent): Houston ISD

12. Source(s) of Program Funds: Houston ISD and Federal

13. Description of Program Objectives:
To reduce the number of ethnically isolated schools, to reduce the number of students attending ethnically isolated schools, to provide free transportation to Magnet students, to report student enrollment and teacher assignment by ethnic group and to provide programs based on student interest and choice.

14. Description of the Program and Services Provided:
The Magnet Program is comprised of 85 programs: 47 elementary, 15 middle, 18 senior and 6 cluster centers located on 74 campuses. A lower pupil/teacher ratio benefits every campus. Areas of specialized instruction include Gifted and Talented, Fine Arts, Business Professions, Computers, Ecology/Outdoor Education, Extended Instructional Day, Foreign Language, Hospitality Careers, Law Enforcement and Criminal Justice, Math and Science, Communications, Montessori, Physical Development, Teaching Careers, and Vocational Education. Counselors assist Magnet students on every campus. Enrichment activities follow the curriculum and student needs.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:
The number of graduates to colleges and universities continues to increase, enrollment at the middle and high schools indicate a progression of students from elementary-middle school programs, students are acquiring jobs. Providing enough space to meed student demands is eased by annual evaluations and recommendations for expansion and assistance.

16. Special Factors to Consider in Implementing Program at Another Site:
Needs and expectations of the community, teacher training and curriculum.

17. Project Evaluation: [✓ External Eval.] [✓ Internal Eval.] No Eval. Yet

18. Address of Project:
Magnet Schools
3830 Richmond Avenue
Houston, Texas 77027
713-623-5232

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Magnet School/An Alternative

2. Contact Person: Ernest Moreno 3. Date Program Began: 9/9/86

4. Number of Participants (1986-87): 115 5. Age Range Served: 15 year olds

6. Population(s) Served: 15 year old underachievers.

7. Program Eligibility Criteria: Below grade level.
Wants to participate.

8. Program Exit Criteria: Pass 7th grade reading and math exam.
Placement program criteria.

9. Program Type: [✓ Dropout Prevention] Dropout Recovery Other

10. Estimated (avg.) # of days participants spend in program: 1 school year

11. Sponsoring Agency (Fiscal Agent): Edgewood ISD

12. Source(s) of Program Funds: State & Local Funds

13. Description of Program Objectives:
Magnet School is offered as an alternative for students who have not succeeded in the traditional school setting. Magnet School is concerned with motivation and remediation. General objectives are: a student will learn in a structured, creative motivational curriculum incorporating essential elements in an interdisciplinary approach to subject areas.

14. Description of the Program and Services Provided:
Magnet School is similar to a regular junior high school. Students go from class to class, taking academics as well as P.E. and electives. The teacher instructs the student at his/her level emphasizing reading, writing and oral language development regardless of the subject content.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:
The majority of the students experienced success. The average student improved in reading. Student behavior changed dramatically and students openly professed a desire to continue in school.

The implementation of the interdisciplinary curriculum fell short of our desired goal. Some factors were "too much too soon" and lack of teacher acceptance of an "alternative" philosophy. Other factors were lack of communication among staff members and lack of funds for "hands on" learning.

16. Special Factors to Consider in Implementing Program at Another Site:
The staff selection is the most important factor. If you don't have the right teachers to work with the at-risk student the program will fail.

17. Project Evaluation: External Eval. [✓ Internal Eval.] No Eval. Yet

18. Address of Project:
Magnet School/An Alternative
563 S. W. 40th Street
San Antonio, Texas 78237

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Metropolitan Alternative School

2. Contact Person: Sam Pugh 3. Date Program Began: 2/9/86

4. Number of Participants (1986-87): 119 5. Age Range Served: 13-21

6. Population(s) Served: Grades 7-12

7. Program Eligibility Criteria: Outside employment. Financial needs. Referrals.

8. Program Exit Criteria: Completion of graduation requirements.

9. Program Type: [✓ Dropout Prevention] Dropout Recovery Other

10. Estimated (avg.) # of days participants spend in program: 87 - 175

11. Sponsoring Agency (Fiscal Agent): Dallas ISD

12. Source(s) of Program Funds: Dallas ISD

13. Description of Program Objectives:
All required courses and a variety of electives are available to fulfill requirements for graduation. To provide individualized learning so that the student may gain confidence in themselves, develop pride in workmanship, and improve academic skills. To provide new opportunities of service to youth.

14. Description of the Program and Services Provided:
The Metropolitan Alternative School serves as a supplement to and an extension of the regular secondary schools in the District. Credits earned at this school are transferred to the home school to be recorded on their permanent record. All students must be enrolled in a Dallas ISD secondary school and referred by the home school referral committee in accordance with the guidelines for acceptance.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:
The program has enabled students to continue their education when circumstances beyond their control such as financial hardship, personal problems and other unique reasons would have made it impossible to function in a regular school setting.

A very thorough screening process is used to insure proper referrals are accepted and that the students truly in need are served.

16. Special Factors to Consider in Implementing Program at Another Site:
The facility should be located so that it is accessible to the population served. Staff and equipment must be provided to carry out the program.

17. Project Evaluation: External Eval. Internal Eval. [✓ No Eval. Yet]

18. Address of Project:
Metropolitan Alternative School
919 South Lamar Street
Dallas, Texas 75202
214-565-1391

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Multidisciplinary Individual Development Center

2. Contact Person: Martin Brubaker 3. Date Program Began: 7/31/80

4. Number of Participants (1986-87): 156 5. Age Range Served: 12-19

6. Population(s) Served: Secondary and Behavioral Problem Students.

7. Program Eligibility Criteria: Referral. Approval by Committee.

8. Program Exit Criteria: Progress. Approval by Committee.

9. Program Type: [✓ Dropout Prevention] [✓ Dropout Recovery] Other

10. Estimated (avg.) # of days participants spend in program: 150

11. Sponsoring Agency (Fiscal Agent): Temple ISD

12. Source(s) of Program Funds: State Compensatory, Local, Federal

13. Description of Program Objectives:
We attempt to improve the students' academic ability and "coping" behaviors. The "personal touch" is a real focus. Computer supplements used with direct instruction. Alternative curriculum also available.

14. Description of the Program and Services Provided:
We provide alternatives to "regular" education setting. The program provides remediation of academic deficiencies and helping the student develop "behaviors" more compatible to the school and society. We emphasize "getting to know the student" as much as possible. We provide the help of a professional psychologist on a weekly basis. The major thrust of the program is to program the student for success and still not give up on academic standards. Our academic standards are aimed directly at the TEAMS testing and our own testing program. The computer program is supplied by Wasatech Education Systems

15. Specific Successes of the Program/Problems Encountered/Solutions Used:
We are much more successful in the areas of academic remediation when we work with a student over three consecutive semesters. Students responded to two phases of the program in very positive ways: the use of computer aided instruction and self-paced modular courses.

    Flexibility enables us to help the students that do not fall into clear-cut categories of need.

16. Special Factors to Consider in Implementing Program at Another Site:
Staff must be flexible and "want" to be there.

17. Project Evaluation: [✓ External Eval.] [✓ Internal Eval.] No Eval. Yet

18. Address of Project:
Individual Development Center
400 S. 10th
Temple, Texas 76501-4429
817-778-6739

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: W. R. Robbins Secondary School

2. Contact Person: Eddie L. Orum 3. Date Program Began: 9/9/79

4. Number of Participants (1986-87): 260 5. Age Range Served: 14-19

6. Population(s) Served: Potential dropouts

7. Program Eligibility Criteria: The students must be in need of academic and social successes.

8. Program Exit Criteria: High School Diploma

9. Program Type: [✓ Dropout Prevention] [✓ Dropout Recovery] Other

10. Estimated (avg.) # of days participants spend in program: Duration of High School

11. Sponsoring Agency (Fiscal Agent): Austin ISD

12. Source(s) of Program Funds: State Funds

13. Description of Program Objectives:
To identify students who are at risk of dropping out of school.
To identify and recover students who have already dropped out of school.
To develop programs to assist the at risk student in staying in school.

14. Description of the Program and Services Provided:
The instructional program is tailored to the individual. State accredited courses are covered by contracts between each student and teacher. Pre-tests eliminate the need to re-learn already mastered skills. Students move through their courses at their own pace, an opportunity which results in frequent successes and a lower degree of frustration. Small classes allow for flexibility of instruction and for an enhanced student-teacher rapport. This feature further encourages the student to make a commitment to personal educational progress.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:
The program has received state-wide recognition for its instructional program as well as its programs of support for the at risk student.

We have had to realize that the profile of our students tend to be the profile of a student who is a potential substance abuser. With this in mind, we have made efforts to establish Student Assistance Programs to provide support for students with special concerns.

16. Special Factors to Consider in Implementing Program at Another Site:

17. Project Evaluation: External Eval. [✓ Internal Eval.] No Eval. Yet

18. Address of Project:
W. R. Robbins Secondary School
3908 Avenue B
Austin, Texas 78751
512-453-2929

CURRICULAR AND REMEDIATION EMPHASIS:

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DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Alternative Education Program

2. Contact Person: Luis Sanchez, Jr. 3. Date Program Began: 10/87

4. Number of Participants (1986-87): 45 5. Age Range Served: 16 to 21

6. Population(s) Served: Dropouts or "At-Risk" Youths.

7. Program Eligibility Criteria: JTPA Eligible; Dropouts or "At-Risk" Youths.

8. Program Exit Criteria: Complete High School Diploma or GED

9. Program Type: [✓ Dropout Prevention] [✓ Dropout Recovery] Other

10. Estimated (avg.) # of days participants spend in program: 180

11. Sponsoring Agency (Fiscal Agent): Cameron County PIC

12. Source(s) of Program Funds: Job Training Partnership Act, Title IIA

13. Description of Program Objectives:
To provide alternate classroom instruction and support service to encourage dropouts or "At-Risk" youths to stay in school and complete either the GED or high school diploma; and to provide job seeking and job maintenance skills.

14. Description of the Program and Services Provided:
This program provides: Basic Skills Training; GED Instruction; Pre-Employment Work Maturity; Support Services to Assist with Costs Incurred with Attending Class.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:

16. Special Factors to Consider in Implementing Program at Another Site:

17. Project Evaluation: External Eval. Internal Eval. [✓ No Eval. Yet]

18. Address of Project:

Alternative Education Program
602 Kings Highway #209
Brownsville, Texas 78521
512-542-5935

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: GED Classroom Training

2. Contact Person: Elma Rodriguez 3. Date Program Began: 4-20-87

4. Number of Participants (1986-87): 31 5. Age Range Served: 17 +

6. Population(s) Served: High School Dropouts

7. Program Eligibility Criteria: JTPA Eligible; High School Dropout

8. Program Exit Criteria: Complete GED Instruction in preparation to take GED exam.

9. Program Type: Dropout Prevention [✓ Dropout Recovery] Other

10. Estimated (avg.) # of days participants spend in program: 40

11. Sponsoring Agency (Fiscal Agent): Cameron County PIC

12. Source(s) of Program Funds: Job Training/Partnership Act, Title IIA

13. Description of Program Objectives:
To provide GED instructions to prepare participants to obtain their GED. Ultimate goal is to enhance the participants employability and/or encourage participants return to school.

14. Description of the Program and Services Provided:
This program provides GED Instruction and Support Services for costs related to school attendance.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:
So far, of the 31 participants, 19 have obtained their GED. All participants were placed on hold status. Those who have not obtained a GED still have an opportunity to do so. The other participants may take advantage of other JTPA training opportunities or may be referred to employment positions.

16. Special Factors to Consider in Implementing Program at Another Site:

17. Project Evaluation: External Eval. Internal Eval. [✓ No Eval. Yet]

18. Address of Project: South Texas Vocational/Technical Institute
302 Kings Highway #209
Brownsville, Texas 78521
512-542-5935

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: JTPA Project 13

2. Contact Person: Barbara Ridley 3. Date Program Began: 1/14/87

4. Number of Participants (1986-87): 27 5. Age Range Served: 14-22

6. Population(s) Served:

7. Program Eligibility Criteria: JTPA eligibility, learning disabled bilingual, mentally retarded, disadvantaged.

8. Program Exit Criteria: Graduation, Successful completion of TEAMS, GED.

9. Program Type: [✓ Dropout Prevention] [✓ Dropout Recovery] Other

10. Estimated (avg.) # of days participants spend in program: Varies

11. Sponsoring Agency (Fiscal Agent): McKinney ISD

12. Source(s) of Program Funds: JTPA (Federal Funds)

13. Description of Program Objectives:
To identify and counsel At-Risk youths and school drop-outs. Make literacy and ESL programs available when needed.

14. Description of the Program and Services Provided:
Provides instruction in pre-employment work maturity youth competencies to at-risk youth. Tutorial program in subject areas and for TEAMS. Coordinate and assist in providing for GED.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:
Three seniors passed TEAMS and graduated. One tutored senior passed course and graduated. Four juniors passed exit level TEAMS. Three drop-outs obtained GED. The remaining participants are involved in on-going programs. Scheduling has been, and still is, the biggest problem.

16. Special Factors to Consider in Implementing Program at Another Site:
Must be implemented throughout the school district.

17. Project Evaluation: [✓ External Eval.] Internal Eval. No Eval. Yet

18. Address of Project:
JTPA Project 123
1400 W. Wilson Creek Parkway
McKinney, Texas 75069
214-542-4422

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Pre-Employment GED

2. Contact Person: Linda Clark — 3. Date Program Began: 1984

4. Number of Participants (1986-87): 32 — 5. Age Range Served: 17-21

6. Population(s) Served: Out-of-school youths.

7. Program Eligibility Criteria: Referrals by teachers, counselors, school district and agencies.

8. Program Exit Criteria:

9. Program Type: Dropout Prevention [✓ Dropout Recovery] Other

10. Estimated (avg.) # of days participants spend in program: 12 Weeks

11. Sponsoring Agency (Fiscal Agent): Beaumont ISD

12. Source(s) of Program Funds: JTPA

13. Description of Program Objectives:
To provide GED preparation courses.

14. Description of the Program and Services Provided:
The program emphasizes the improvement of basic academic skills, GED preparation, interim education for pregnant students and job skills and placement services. The program utilizes community and parent outreach services, motivational strategies and career self worth guidance and counseling services. The program also provides childcare for young mothers.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:

16. Special Factors to Consider in Implementing Program at Another Site:

17. Project Evaluation: External Eval. [✓ Internal Eval.] No Eval. Yet

18. Address of Project:

Pre-Employment GED
P. O. Box 627
Beaumont, Texas 77704
409-727-2384

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Ysleta Dropout Re-entry Program

2. Contact Person: Dr. Judy Lewis 3. Date Program Began: 10/83

4. Number of Participants (1986-87): 147 5. Age Range Served: 16-21

6. Population(s) Served: Grades 9 - 12

7. Program Eligibility Criteria: Student must have officially dropped out of school during school year.

8. Program Exit Criteria: High school graduation

9. Program Type: Dropout Prevention [✓ Dropout Recovery] Other

10. Estimated (avg.) # of days participants spend in program: 183

11. Sponsoring Agency (Fiscal Agent): Ysleta ISD

12. Source(s) of Program Funds: Local

13. Description of Program Objectives:
To make personal contact with those students who dropped out during the school year and to provide a special registration process for these students and to provide individual counseling related to academic advisement and to plan course work with graduation as the major objective.

14. Description of the Program and Services Provided:
Each summer all students, grade 9-12, who have dropped out of school are mailed a personal invitation to return to school. A special registration is provided PRIOR to regular registration because (1) it avoids inconveniencing the students who may be employed and (2) this avoids any embarrassment on the student's behalf resulting from entering the registration process without a schedule. The special registration allows for individual counseling related to academic advisement and the course work is mapped out" with graduation as the major objective. Counselors assume the role of mentor for the student.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:
A 90% increase in student re-entering school and a 53% increase in graduation among students who have re-entered school.

Problems arose because of the reluctance on the part of campus officials related to the return of the students; inservice with campus administrators and security officers has alleviated their concerns.

16. Special Factors to Consider in Implementing Program at Another Site:
A pre-service with campus administrators and security officers should be conducted.

17. Project Evaluation: External Eval. Internal Eval. [✓ No Eval. Yet]

18. Address of Project:

Ysleta Dropout Re-entry Program
9600 Sims
El Paso, Texas 79925
915-595-5716

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DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Butz Learning and Progressive Center

2. Contact Person: Robert Alfaro 3. Date Program Began: 7/13/87

4. Number of Participants (1986-87): 40 5. Age Range Served: 16-21

6. Population(s) Served: Minorities, Low Income, Teenage Parents, Pregnant.

7. Program Eligibility Criteria: JTPA Qualified, Below Grade Level, Academically Deficient.

8. Program Exit Criteria: Attainment of GED

9. Program Type: Dropout Prevention [✓ Dropout Recovery] [✓ Other]

10. Estimated (avg.) # of days participants spend in program: 80

11. Sponsoring Agency (Fiscal Agent): Permian Basin SDA

12. Source(s) of Program Funds: Section 123, JTPA

13. Description of Program Objectives:
To develop a non-traditional education that will attach and return school dropout youth, increase grade level functioning in basic education skills, enable dropouts to complete high school or qualify for GED, increase employability through vocational training, develop community resources and develop networks for identification and referral of at-risk youth.

14. Description of the Program and Services Provided:
Students are tested in order to place them at their level; orientation and individual counseling sessions ascertain career goals and personal expectations. Each student works until he/she is ready to successfully pass the GED. Most students are then eligible for technical training assistance.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:
Most students have gotten certificates for completion of subject levels. Several students have had excessive absences. They have been told that they must attend three days a week to stay in the program. Thus far, this tactic has been successful.

16. Special Factors to Consider in Implementing Program at Another Site:
Need cooperation from local school districts in locating dropouts. They must also be made to realize this alternative school is not a threat to them.

17. Project Evaluation: External Eval. Internal Eval. [✓ No Eval. Yet]

18. Address of Project:
Butz Learning and Progressive Center
400 S. Young
Fort Stockton, Texas 79735
915-336-7504

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Cassata Learning Center - UTA 123 Project

2. Contact Person: Dollie Blevins 3. Date Program Began: 9/2/86

4. Number of Participants (1986-87): 105 5. Age Range Served: 16-21

6. Population(s) Served: At-Risk, Teenage Parent, Bilingual

7. Program Eligibility Criteria: Dropout. Referral

8. Program Exit Criteria: Graduation, GED, Employment, Adm. into public school.

9. Program Type: Dropout Prevention [✓ Dropout Recovery] Other

10. Estimated (avg.) # of days participants spend in program: 150

11. Sponsoring Agency (Fiscal Agent):

12. Source(s) of Program Funds: 123 Funds (Working connection - City of Ft. Worth)

13. Description of Program Objectives:
To continue to provide an accredited alternative school and to develop and implement procedures to assist dropouts in removing barriers to staying in school. To provide for parental involvement, and to integrate the expertise of college faculty, secondary school teachers, student teachers, and graduate school counselors to solve the problem of dropouts. To provide a high school diploma program and GED preparation class.

14. Description of the Program and Services Provided:
Students work in GED Preparation of High School Diploma classes in one of three sessions--morning, afternoon or evening. Graduate social work counselors are assigned to work with each group. Using the Positive Peer Culture Model, students get two hours per week of group counseling. Family and individual counseling and a weekly parent support group are offered. Students are given pre/post tests in three areas--academic, behavioral and attitudinal. Family data, behavioral and attitudinal, is also collected.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:
73% of the students enrolled in the program have completed it successfully. Pre/post-test evaluations indicate a significant progress in academic achievement and behavioral functioning.

Contract mental health services and the use of student graduate interns keep the Alternative School from having to hire its own full-time mental health professionals.

16. Special Factors to Consider in Implementing Program at Another Site:
Cooperation of universities/colleges, a mental health clinic/psychiatric hospital.

17. Project Evaluation: External Eval. Internal Eval. [✓ No Eval. Yet]

18. Address of Project:
Cassata Learning Center
211 S. Cooper
Arlington, Texas 76019
817-926-1745

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Creative Rapid Learning Center

2. Contact Person: Richard Halpin 3. Date Program Began: 2/1/78

4. Number of Participants (1986-87): 250 5. Age Range Served: 15-21

6. Population(s) Served: Youth

7. Program Eligibility Criteria: Dropping out of school. 4th-5th grade reading skills.

8. Program Exit Criteria: Meet stated goals.

9. Program Type: Dropout Prevention [✓ Dropout Recovery] Other

10. Estimated (avg.) # of days participants spend in program: 120

11. Sponsoring Agency (Fiscal Agent):

12. Source(s) of Program Funds: 2A Funds, Private Industry Council

13. Description of Program Objectives:
To assist youth in meeting their educational, career and personal goals, to provide academic remediation to prepare students for the GED and/or the high school diploma program, to help students obtain the pre-employment skills needs for a job, and to provide the necessary support services so that these goals can be met successfully

14. Description of the Program and Services Provided:
The program is self-paced, individualized and competency based. The Center operates year round with open-entry, open-exit approach to fit students needs. Health and counseling services are provided, as well as drama classes and pre-employment training with the staff's job developer who is available to assist with direct placement. We are a comprehensive model which has been identified as a state and national model dropout program.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:
A 22-year old mother of four worked consistently at the Center for a year, and despite some difficult family situations, recently received her GED. This student plans to continue her education and is typical of the 250 students at the Center.

The problems encountered are funding, setup and multiple student problems.

16. Special Factors to Consider in Implementing Program at Another Site:
Organizations must apply to the Research & Training Institute for Comprehensive Competencies Program educational system and Creative Rapid Learning Center for training in other aspects.

17. Project Evaluation: [✓ External Eval.] [✓ Internal Eval.] No Eval. Yet

18. Address of Project:

Creative Rapid Learning Center
408 Congress Avenue
Austin, Texas 78701

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Houston Night High School

2. Contact Person: Louis A. Carrier 3. Date Program Began: 1975

4. Number of Participants (1986-87): 1,740 5. Age Range Served: 15-21

6. Population(s) Served: Grades 9-12

7. Program Eligibility Criteria: Open to all students.

8. Program Exit Criteria: Complete graduation requirements.

9. Program Type: Dropout Prevention [✓ Dropout Recovery] [✓ Other]

10. Estimated (avg.) # of days participants spend in program: 175

11. Sponsoring Agency (Fiscal Agent): Houston ISD

12. Source(s) of Program Funds: State and Local

13. Description of Program Objectives:
To provide educational services for the student whose personal goals, family problems and work schedules lie outside of the traditional concept of daytime high schools. Also, students who are authorized by a day high school may take one or two courses in order to advance and/or erase deficiencies.

14. Description of the Program and Services Provided:
Houston Night High School is a tri-semester school and follows the calendar of the day schools. Classes are conducted 3 p.m. - 10:30 p.m., Monday - Friday. Class period are 55 minutes long during regular semesters and vary during the summer semester. The program was designed to be sufficiently flexible to meet a wide range of student needs. Staff members consist of: Principal, Counselor, Secretary, Librarian, 15 Teachers, 1 Teacher Aide Part-time Nurse and Registrar.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:
The school has been named as a teacher training site for student teachers from local universities. These teachers are taught alternative teaching strategies to accommodate the unique needs of these special students.

Transportation, child care, employment schedule changes and financial problems are some of the reasons for low enrollment causing limited curriculum and high mobility rate.

16. Special Factors to Consider in Implementing Program at Another Site:
A separate school plant centrally located.

17. Project Evaluation: [✓ External Eval.] [✓ Internal Eval.] No Eval. Yet

18. Address of Project:
Houston Night High School
3830 Richmond Avenue
Houston, Texas 77027
713-921-1080

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DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: ABE/GED

2. Contact Person: Phyllis Schantz 3. Date Program Began: 1985

4. Number of Participants (1986-87): 1,500 5. Age Range Served: 17+

6. Population(s) Served: Adults

7. Program Eligibility Criteria: Need, Referral by teacher, counselor, parent and/or agencies.

8. Program Exit Criteria: None

9. Program Type: Dropout Prevention [✓ Dropout Recovery] Other

10. Estimated (avg.) # of days participants spend in program: As long as necessary

11. Sponsoring Agency (Fiscal Agent): San Antonio College

12. Source(s) of Program Funds: Local, State

13. Description of Program Objectives:
Development of reading, language, math and test-taking skills.

14. Description of the Program and Services Provided:
Program stresses basic academic skills and GED preparation through the use of remedial and self-paced instruction. Program utilizes motivational strategies and computer education.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:

16. Special Factors to Consider in Implementing Program at Another Site:

17. Project Evaluation: External Eval. [✓ Internal Eval.] No Eval. Yet

18. Address of Project:
ABE/GED
1300 San Pedro
San Antonio, Texas 78284
512-733-2651

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: ABE/GED Program

2. Contact Person: Dr. Deana Lusk 3. Date Program Began: 1976

4. Number of Participants (1986-87): 1,708 5. Age Range Served: 16+

6. Population(s) Served: Grades 10-12, Out-of-School Youths.

7. Program Eligibility Criteria: Age (16+), School Records (indicating dropout status). Referrals by teachers, counselors, parents, agencies, other.

8. Program Exit Criteria: GED

9. Program Type: [✓ Dropout Prevention] [✓ Dropout Recovery] Other

10. Estimated (avg.) # of days participants spend in program: As long as necessary

11. Sponsoring Agency (Fiscal Agent): Midland College

12. Source(s) of Program Funds: State, Federal, Local

13. Description of Program Objectives:
The programs goals include improvement of participant's language skills, basic academic skills, and GED and citizenship exam preparation.

14. Description of the Program and Services Provided:
The program emphasizes basic academic skills and GED prep. The program offers child care for young mothers, individualized, self-paced or group instruction and guidance and counseling services.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:

16. Special Factors to Consider in Implementing Program at Another Site:

17. Project Evaluation: External Eval. [✓ Internal Eval.] No Eval. Yet

18. Address of Project:
Midland College ABE/GED Program
3600 N. Garfield
Midland, Texas 79705
915-685-4514

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Adult and Continuing Education

2. Contact Person: Josie Salazar 3. Date Program Began: 1975

4. Number of Participants (1986-87): 1,529 5. Age Range Served: 17+

6. Population(s) Served: Out-of-School Youth.

7. Program Eligibility Criteria: Age, Language proficiency, referrals from counselors, teachers, parents and agencies (JTPA, TEC, DHR).

8. Program Exit Criteria: Meeting of objectives.

9. Program Type: Dropout Prevention [✓ Dropout Recovery] Other

10. Estimated (avg.) # of days participants spend in program: As long as necessary.

11. Sponsoring Agency (Fiscal Agent): Howard County Junior College

12. Source(s) of Program Funds: State and Federal

13. Description of Program Objectives:
To upgrade or gain employment skills and GED prep.

14. Description of the Program and Services Provided:
The program provides GED, ABE, ESL and non-credit classes. The program also offers child care for young mothers and career guidance and counseling.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:

16. Special Factors to Consider in Implementing Program at Another Site:

17. Project Evaluation: [✓ External Eval.] [✓ Internal Eval.] No Eval. Yet

18. Address of Project:
Adult and Continuing Education
1001 Birdwell Lane
Big Spring, Texas 79720
915-267-6311

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Adult Basic Education

2. Contact Person: Dr. John Redd 3. Date Program Began:

4. Number of Participants (1986-87): 17,414 5. Age Range Served: 16-70

6. Population(s) Served: Out-of-school

7. Program Eligibility Criteria: Out-of-School Youth. Unemployed. Under-employed. Female heads of households. Immigrants & Refugees. Handicapped. Incarcerated.

8. Program Exit Criteria: When student has obtained desired goal.

9. Program Type: Dropout Prevention [✓ Dropout Recovery] Other

10. Estimated (avg.) # of days participants spend in program:

11. Sponsoring Agency (Fiscal Agent): Dallas ISD

12. Source(s) of Program Funds: State and Federal

13. Description of Program Objectives:
To provide adults in Dallas and Rockwall Counties with the minimal educational prerequisites needed for gainful employment by offering English as a Second Language instruction, General Education Development instruction, Basic Mathematics and English and Citizenship Tutoring.

14. Description of the Program and Services Provided:
Classes are free and available to all educationally disadvantaged adults residing within Dallas and Rockwall counties. Classes are established in multiple accessible sites and offer instruction in: (1) GED Preparation and the High School Diploma-for students not completing high school, (2) ESL-for adults not proficient in the English language, (3) Basic Education-for adults with less than 8 years of school, (4) Reading-for adults who are non-readers or are having problems in an identified reading area, (5) citizenship-for adults eligible for U.S. citizenship status.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:
A success of the program is the ability to coordinate and deliver services to business and industry.

Problems encountered include child care, transportation and literacy instruction.

16. Special Factors to Consider in Implementing Program at Another Site:
Survey the potential impacted area. Accessible to students. Sufficient marketing plan. Establish social services network.

17. Project Evaluation: [✓ External Eval.] [✓ Internal Eval.] No Eval. Yet

18. Address of Project:
Dallas ISD Adult Basic Education
5000 Oakland Avenue Box 165
Dallas, Texas 75215
214-421-1051

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Adult Basic Education

2. Contact Person: Jose L. Calderon

3. Date Program Began: 1973

4. Number of Participants (1986-87): 2,054

5. Age Range Served: 17+

6. Population(s) Served: Out-of-School Youth, Adults.

7. Program Eligibility Criteria: Age, Language Proficiency.
Referrals from teachers, parents and agencies.

8. Program Exit Criteria: GED

9. Program Type: Dropout Prevention [✓ Dropout Recovery] Other

10. Estimated (avg.) # of days participants spend in program: As long as necessary.

11. Sponsoring Agency (Fiscal Agent): Southwest Texas Junior College

12. Source(s) of Program Funds: TEA, TEC, Bureau of Indian Affairs

13. Description of Program Objectives:
For participants to obtain their GED

14. Description of the Program and Services Provided:
The program emphasizes basic academic skills, GED prep and job skills, Program provides instruction in basic skills, child care for young mothers, career guidance and counseling, tutoring, community/parent outreach and motivational programs.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:

16. Special Factors to Consider in Implementing Program at Another Site:

17. Project Evaluation: [✓ External Eval.] [✓ Internal Eval.] No Eval. Yet

18. Address of Project:
Southwest Texas Junior College ABE
Garner Field Road
Uvalde, Texas 78801
512-278-4401 Ext. 236

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Adult Basic Education Cooperative

2. Contact Person: Nancy Smith 3. Date Program Began: 1970

4. Number of Participants (1986-87): 2,644 5. Age Range Served: 16+

6. Population(s) Served: Out-of-school Youths, Adults

7. Program Eligibility Criteria: Age, Referrals

8. Program Exit Criteria: Participant meets personal academic objectives.

9. Program Type: Dropout Prevention [✓ Dropout Recovery] Other

10. Estimated (avg.) # of days participants spend in program: As long as necessary

11. Sponsoring Agency (Fiscal Agent): College of the Mainland

12. Source(s) of Program Funds: Local, State, Federal

13. Description of Program Objectives:
Improvement of Basic Skills through 12th Grade, ESL, GED Prep, Naturalization Information.

14. Description of the Program and Services Provided:
Program emphasizes basic academic skills and GED prep. Program offers academic instruction; self-paced, individualized labs; community outreach services; motivational strategies and career/self-worth guidance and counseling services.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:

16. Special Factors to Consider in Implementing Program at Another Site:

17. Project Evaluation: External Eval. [✓ Internal Eval.] No Eval. Yet

18. Address of Project:
Adult Basic Education Cooperative
8001 Palmer
Texas City, Texas 77590
409-938-1211

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Adult Basic Education Programs

2. Contact Person: Richard Keilholz 3. Date Program Began: 9/1/83

4. Number of Participants (1986-87): 53 5. Age Range Served: 19-50

6. Population(s) Served: Aides, Parents, Clerical Staff

7. Program Eligibility Criteria: Need and desire.

8. Program Exit Criteria: Completion of program.

9. Program Type: Dropout Prevention Dropout Recovery [✓ Other]

10. Estimated (avg.) # of days participants spend in program: 20 days

11. Sponsoring Agency (Fiscal Agent): Southside ISD - San Antonio, Texas

12. Source(s) of Program Funds: Local Funds

13. Description of Program Objectives:
To enhance skills of aides/adults/clerical staff.
To provide courses which assist with personnel job advancement.
To encourage post-secondary attendance.

14. Description of the Program and Services Provided:
The program attempts to provide courses-classes to assist school personnel and/or parents. Courses are provided as needed. Co-sponsors are: St. Phillip's College, Palo Alto College, San Antonio College, El Carmen Church.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:
Many personnel from the district have advanced in their job assignment. 29 people earned their GED in 1986-87. Substitutes have been provided training to enhance their job skills.

The one major problem at times is having enough participants to make the class. One solution has been the use of school personnel who teach at reduced rates or at no charge to the program.

16. Special Factors to Consider in Implementing Program at Another Site:
Good assessment of needs (courses/areas). Recruitment or announcement to audience.

17. Project Evaluation: External Eval. [✓ Internal Eval.] No Eval. Yet

18. Address of Project:
Adult Basic Education Programs
1610 Martinez-Losoya Road
San Antonio, Texas 78221
512-626-2346

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Adult Education Diploma Program

2. Contact Person: Marilyn Flournoy 3. Date Program Began: 1975

4. Number of Participants (1986-87): 400 5. Age Range Served: 17-60

6. Population(s) Served: Teenage parents, those wanting to join the military.

7. Program Eligibility Criteria: Age (17+). Not enrolled in school.

8. Program Exit Criteria: 21 credits, completion of competency credits, GED, pass exit level TEAMS test.

9. Program Type: Dropout Prevention [✓ Dropout Recovery] Other

10. Estimated (avg.) # of days participants spend in program: 80-100

11. Sponsoring Agency (Fiscal Agent): Abilene ISD

12. Source(s) of Program Funds: State and Federal

13. Description of Program Objectives:
When the student completes the program he will have scored at least 9.5 grade level on Test of Adult Basic Education (all subjects), passed the GED, shown competence in daily living skills (health, consumer economics, government and law, community resources and occupational knowledge), earned 21 credits and passed the exit level TEAMS test.

14. Description of the Program and Services Provided:
The program offers instruction in reading, mathematics and language arts. Also offered are courses in GED prep, Life Skills, Texas History/Constitution, and TEAMS remediation.
A self-paced, individualized open-entry, open-exit program.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:
Many graduates have continued their education through college, military or vocational schools.

The TEAMS test is given only in October and May and this makes it difficult for the students since they may have to wait several months to take this required test.

Developing curriculum has been time consuming. Getting textbooks is sometimes difficult. Teachers spend many hours grading.

16. Special Factors to Consider in Implementing Program at Another Site:

17. Project Evaluation: [✓ External Eval.] Internal Eval. No Eval. Yet

18. Address of Project:
Abilene ISD Adult Education Diploma Program
1101 S. 9th Street
Abilene, Texas 79602
915-673-6585

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Adult Outreach Program

2. Contact Person: Duwayne Dumas

3. Date Program Began: 1985

4. Number of Participants (1986-87): 1

5. Age Range Served: 18+

6. Population(s) Served: Out-of-School Youth

7. Program Eligibility Criteria: Referrals from Teachers, Local Agencies.

8. Program Exit Criteria: Withdrawal

9. Program Type: Dropout Prevention [✓ Dropout Recovery] Other

10. Estimated (avg.) # of days participants spend in program: As long as necessary

11. Sponsoring Agency (Fiscal Agent): Bee County College

12. Source(s) of Program Funds: Federal, State

13. Description of Program Objectives:
Pursuit of participant's educational and occupational goals.

14. Description of the Program and Services Provided:
Program stresses basic academic skills; GED preparation; job skills; job placement and career/self-worth guidance and counseling. The program provides counseling, personal home skills, tutoring, job placement services and childcare for young mothers. Program utilizes community outreach/involvement and motivational strategies.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:

16. Special Factors to Consider in Implementing Program at Another Site:

17. Project Evaluation: External Eval. Internal Eval. [✓ No Eval. Yet]

18. Address of Project:

Adult Outreach Program
3800 Charo Road
Beeville, Texas 78102
512-358-3130

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: APL Alternative Education High School

2. Contact Person: Arturo A. McDonald 3. Date Program Began: 9/8/86

4. Number of Participants (1986-87): 73 5. Age Range Served: 16-21

6. Population(s) Served: Dropout Students

7. Program Eligibility Criteria: Dropped out of the regular school program.

8. Program Exit Criteria: GED, High School Diploma, Return to School, Pre-Employment/Work Maturity Youth Competencies, unsubsidized employment

9. Program Type: Dropout Prevention [✓ Dropout Recovery] Other

10. Estimated (avg.) # of days participants spend in program: 9 months

11. Sponsoring Agency (Fiscal Agent): Brownsville ISD

12. Source(s) of Program Funds: Brownsville ISD

13. Description of Program Objectives:
The Brownsville ISD offers an alternative to the regular high school diploma program, through which students who have dropped out of school may find a meaningful way to complete the diploma.

14. Description of the Program and Services Provided:
The curriculum is called Adult Performance Level (APL) and uses an individualized approach to learning. Students must demonstrate mastery of five main subject areas: Occupational Knowledge, Government and Law; Consumer Economics, Health and Community Resources. Students are expected to work part-time in addition to attending classes and are evaluated on their job performance. GED exam must be successfully completed and passed.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:
28 participants received their GED certificates, 26 were employed under work experience and 13 decided to enroll at a Junior College.

Students respond more effectively when a combination of actual employment experience and classroom instruction is utilized.

16. Special Factors to Consider in Implementing Program at Another Site:

17. Project Evaluation: [✓ External Eval.] [✓ Internal Eval.] No Eval. Yet

18. Address of Project:
APL Alternative Education High School
1625 Price Road
Brownsville, Texas 78520
512-546-2433

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Basic Skills Referral

2. Contact Person: Phyllis Schantz 3. Date Program Began: 1984

4. Number of Participants (1986-87): 4,000 5. Age Range Served: 17+

6. Population(s) Served: Adult

7. Program Eligibility Criteria: Income, Referral by Teachers, Counselor, Parents and Agencies.

8. Program Exit Criteria: None

9. Program Type: Dropout Prevention [✓ Dropout Recovery] Other

10. Estimated (avg.) # of days participants spend in program: One-time Contract

11. Sponsoring Agency (Fiscal Agent): San Antonio College

12. Source(s) of Program Funds: Local

13. Description of Program Objectives:
Informal assessment, counseling or referral

14. Description of the Program and Services Provided:
Program includes community outreach, motivational strategies, guidance and counseling on self-worth and referral services.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:

16. Special Factors to Consider in Implementing Program at Another Site:

17. Project Evaluation: External Eval. [✓ Internal Eval.] No Eval. Yet

18. Address of Project:
Basic Skills Referral
1300 San Pedro
San Antonio, Texas 78284
512-733-2651

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Community Education

2. Contact Person: Hank Hoadley 3. Date Program Began: 1979

4. Number of Participants (1986-87): 355 5. Age Range Served: 18+

6. Population(s) Served: Out-of-School Youths and Adults.

7. Program Eligibility Criteria: Age, Income,
Referred by teachers, counselors, parents or self.

8. Program Exit Criteria: GED, Self-withdrawal

9. Program Type: Dropout Prevention [✓ Dropout Recovery] Other

10. Estimated (avg.) # of days participants spend in program: As long as necessary.

11. Sponsoring Agency (Fiscal Agent): Leander ISD

12. Source(s) of Program Funds: State, Federal and Local

13. Description of Program Objectives:
To offer GED preparation.

14. Description of the Program and Services Provided:
The Leander ISD Community Education Program emphasizes improving basic academic skills and GED preparation. Program services include pre-testing exercises, counseling and basic classroom instruction.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:

16. Special Factors to Consider in Implementing Program at Another Site:

17. Project Evaluation: External Eval. [✓ Internal Eval.] No Eval. Yet

18. Address of Project:
Leander ISD Community Education Program
P. O. Box 218
Leander, Texas 78641
512-259-1121

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Community Education Project

2. Contact Person: Jane Westbrook
3. Date Program Began:

4. Number of Participants (1986-87):
5. Age Range Served: 5-100

6. Population(s) Served: Residents of Weatherford ISD.

7. Program Eligibility Criteria: Varies by specific program.

8. Program Exit Criteria:

9. Program Type: [✓ Dropout Prevention] [✓ Dropout Recovery] Other

10. Estimated (avg.) # of days participants spend in program: 6-12

11. Sponsoring Agency (Fiscal Agent): Weatherford ISD

12. Source(s) of Program Funds: Participant paid fees and/or special grants

13. Description of Program Objectives:
To provide educational and enrichment activities for participants of all ages.

14. Description of the Program and Services Provided:
A variety of programs are offered year-round for students of all ages. This includes vocational training programs, adult basic education, GED preparation, English as a Second Language designed to reach dropouts and other programs designed to encourage youth to stay in school.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:
Increase in activities and participation indicates a very positive feeling toward schools and involvement of all family members in school activities.

16. Special Factors to Consider in Implementing Program at Another Site:

17. Project Evaluation: External Eval. [✓ Internal Eval.] No Eval. Yet

18. Address of Project:
Community Education Project
P. O. Drawer N
Weatherford, Texas 76086
817-594-7458

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Community Education Projects

2. Contact Person: Richard Keilholz 3. Date Program Began: 7/1/84

4. Number of Participants (1986-87): 29 5. Age Range Served: 17-52

6. Population(s) Served: Dropouts, Adults

7. Program Eligibility Criteria: Wanting a GED Certificate.

8. Program Exit Criteria: Completion of test/passing scores.

9. Program Type: Dropout Prevention Dropout Recovery [✓ Other]

10. Estimated (avg.) # of days participants spend in program: 6 weeks

11. Sponsoring Agency (Fiscal Agent): Southside ISD - San Antonio, Texas

12. Source(s) of Program Funds: Local

13. Description of Program Objectives:
To provide an opportunity for persons to obtain GED certificates.
To assist community agency in providing the testing for trained students.

14. Description of the Program and Services Provided:
The district administers the tests for the GED certificate twice each month. This allows students who are receiving training to take the test in the district and not have to travel to another school district.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:
Many persons have obtained at GED certificate. The training staff and students are able to assess needs of students who fail the test. The small numbers that take the test and the effort, while sincere, is not cost effective; therefore, we reduced the number of test days.

16. Special Factors to Consider in Implementing Program at Another Site:
Number of participants, utilization of week-ends.

17. Project Evaluation: External Eval. [✓ Internal Eval.] No Eval. Yet

18. Address of Project:
Community Education Projects
1610 Martinez-Losoya Road
San Antonio, Texas 78221
512-626-2346

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Competency Based High School Diploma Program

2. Contact Person: Jim Morgan 3. Date Program Began: 1/4/86

4. Number of Participants (1986-87): 141 5. Age Range Served: 16+

6. Population(s) Served:

7. Program Eligibility Criteria: Age (16+). The desire to obtain a GED or High School Diploma. Basic Skills below 12th Grade Level.

8. Program Exit Criteria: GED. Complete Requirements.

9. Program Type: Dropout Prevention [✓ Dropout Recovery] Other

10. Estimated (avg.) # of days participants spend in program: 82 Hours

11. Sponsoring Agency (Fiscal Agent): Burkburnett ISD/Region IX Edu. Service Ctr.

12. Source(s) of Program Funds: State/Federal

13. Description of Program Objectives:
To provide academic instruction that allows adults opportunities to receive a GED or high school diploma.

14. Description of the Program and Services Provided:
Classes are available to students through a day program or a night program. Students work through the required coursework to be eligible for graduation. These students are required to take the exit TEAMS test. Students may also receive instruction to help them be successful on the GED exam.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:
Several of the students have participated in high school graduation services, received high school diplomas or received a GED certificate.

A discipline management plan was implemented to eliminate the majority of the discipline problems encountered with young high school dropouts.

16. Special Factors to Consider in Implementing Program at Another Site:
Certified institutions.

17. Project Evaluation: External Eval. Internal Eval. [✓ No Eval. Yet]

18. Address of Project:
Competency Based HS Diploma Program
416 Glendale
Burkburnett, Texas 76534
817-569-1852

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Conversational English

2. Contact Person: Phyllis Schantz 3. Date Program Began: 1978

4. Number of Participants (1986-87): 500 5. Age Range Served: 17+

6. Population(s) Served: Adults

7. Program Eligibility Criteria: Level of language proficiency. Referrals from counselors, agencies and others.

8. Program Exit Criteria: None

9. Program Type: Dropout Prevention [✓ Dropout Recovery] Other

10. Estimated (avg.) # of days participants spend in program: As long as necessary.

11. Sponsoring Agency (Fiscal Agent): San Antonio College

12. Source(s) of Program Funds: Local, State

13. Description of Program Objectives:
To provide English language skills.

14. Description of the Program and Services Provided:
Program focuses on improving English language skills through instruction - remedial, self-paced, small-grouped.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:

16. Special Factors to Consider in Implementing Program at Another Site:

17. Project Evaluation: External Eval. [✓ Internal Eval.] No Eval. Yet

18. Address of Project:
Conversational English
1300 San Pedro
San Antonio, Texas 78284
512-733-2651

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: El Paso Community College Literacy Education Action

2. Contact Person: Sandra Tate 3. Date Program Began: 9/1/85

4. Number of Participants (1986-87): 150+ 5. Age Range Served: 16 & up

6. Population(s) Served: Adults reading below 6th grade level.

7. Program Eligibility Criteria: Reading level below 6th grade.

8. Program Exit Criteria: Reading level raised to 6th grade.
Accomplishment of learner's goals.

9. Program Type: Dropout Prevention Dropout Recovery [✓ Other]

10. Estimated (avg.) # of days participants spend in program: Not available

11. Sponsoring Agency (Fiscal Agent): El Paso Community College

12. Source(s) of Program Funds: College funds, various grant sources

13. Description of Program Objectives:
The program is designed to help low-literacy adult members of the community to build reading skills.

14. Description of the Program and Services Provided:
The program matches trained community volunteer tutors with community members in need of assistance. The program offers drop-in tutoring assistance via workbooks, tape-recorded material and computer to low literacy adults. The program provides individualized educational referral services to low literacy adults. The program provides special assistance to low literacy adults with children.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:
Many adults have exited to pursue college classes.

16. Special Factors to Consider in Implementing Program at Another Site:
Although based on use of volunteers, staff is needed to support volunteer effort.

17. Project Evaluation: External Eval. [✓ Internal Eval.] No Eval. Yet

18. Address of Project:
El Paso Community College Literacy Education Action
P. O. Box 20500
El Paso, Texas 79998
915-534-4159

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: General Education Development (GED)

2. Contact Person: Richard Keilholz 3. Date Program Began: 9/1/85

4. Number of Participants (1986-87): 53 5. Age Range Served: 17-50

6. Population(s) Served: Adults and Dropout Students.

7. Program Eligibility Criteria: Must be 17 years of age.
Willing to study.

8. Program Exit Criteria: GED Certificate

9. Program Type: Dropout Prevention Dropout Recovery Other

10. Estimated (avg.) # of days participants spend in program:

11. Sponsoring Agency (Fiscal Agent): Southside ISD

12. Source(s) of Program Funds: Local

13. Description of Program Objectives:
To allow adults and dropout students to gain a GED certificate.
To provide tutorial for GED exams.
To provide testing site for GED exams.

14. Description of the Program and Services Provided:
Two high school counselors administer the GED exams twice each month. This activity allows the participants to travel a short distance. The nearest exam site is at least 25 miles away. The counselors prescribe additional assistance when candidates fail a test(s).

15. Specific Successes of the Program/Problems Encountered/Solutions Used:
Many adults/students have been able to obtain a GED certificate.
At times only one person is taking the exams, during this time the program is not cost effective.

16. Special Factors to Consider in Implementing Program at Another Site:
Recruitment for cost effective efforts.

17. Project Evaluation: External Eval. [✓ Internal Eval.] No Eval. Yet

18. Address of Project:

Southside ISD GED
1610 Martinez-Losoya Road
San Antonio, Texas 78221
512-626-2346

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: JTPA Learning Center

2. Contact Person: Phyllis Schantz 3. Date Program Began: 1986

4. Number of Participants (1986-87): 150 5. Age Range Served: 17+

6. Population(s) Served: Adults

7. Program Eligibility Criteria: Income, Referrals from agencies.

8. Program Exit Criteria: Individually determined.

9. Program Type: Dropout Prevention [✓ Dropout Recovery] Other

10. Estimated (avg.) # of days participants spend in program: One semester or less

11. Sponsoring Agency (Fiscal Agent): San Antonio College

12. Source(s) of Program Funds: Federal

13. Description of Program Objectives:
Goals of the program are to provide English as a Second Language, ABE, GED Classes and to provide participants with career exploration opportunities.

14. Description of the Program and Services Provided:
Program focuses on basic academic skills and GED preparation instruction. Program utilizes motivational strategies, community outreach programs, vocational, remedial and computer education. The program also provides tutoring and self-paced instruction classes.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:

16. Special Factors to Consider in Implementing Program at Another Site:

17. Project Evaluation: External Eval. Internal Eval. [✓ No Eval. Yet]

18. Address of Project:
JTPA Learning Center
1300 San Pedro
San Antonio, Texas 78284
512-733-2651

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Learning to Learn

2. Contact Person: Phyllis Schantz 3. Date Program Began: 1986

4. Number of Participants (1986-87): 5. Age Range Served: 17+

6. Population(s) Served: Adults

7. Program Eligibility Criteria: Need, Learning Disabled, Referrals from Teachers, Counselors, Parents and Agencies.

8. Program Exit Criteria: None

9. Program Type: Dropout Prevention [✓ Dropout Recovery] Other

10. Estimated (avg.) # of days participants spend in program: As long as necessary

11. Sponsoring Agency (Fiscal Agent): San Antonio College

12. Source(s) of Program Funds: Federal

13. Description of Program Objectives:
The program goals are assessment, counseling and instructional planning.

14. Description of the Program and Services Provided:
Program emphasizes basic academic skills, assessment, counseling and instructional planning. Program utilizes motivational strategies, guidance and counseling services, remedial and computer education and tutoring services.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:

16. Special Factors to Consider in Implementing Program at Another Site:

17. Project Evaluation: External Eval. Internal Eval. [✓ No Eval. Yet]

18. Address of Project:
Learning to Learn
1300 San Pedro
San Antonio, Texas 78284
512-733-2651

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Literacy Council of Williamson County

2. Contact Person: Ann Lessom 3. Date Program Began: 1984

4. Number of Participants (1986-87): 5. Age Range Served: 18+

6. Population(s) Served: Out-of-School Youth

7. Program Eligibility Criteria: 18+, Reading ability,
Referrals by parents, churches, agencies (adult probation, GED).

8. Program Exit Criteria: Program completion.

9. Program Type: Dropout Prevention [✓ Dropout Recovery] Other

10. Estimated (avg.) # of days participants spend in program: As long as necessary

11. Sponsoring Agency (Fiscal Agent): Literacy Council of Williamson County

12. Source(s) of Program Funds: Local support

13. Description of Program Objectives:
To offer participant's instruction in basic literacy.

14. Description of the Program and Services Provided:
The program focuses on GED prep and basic academic skills. The program offers individualized tutoring services.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:

16. Special Factors to Consider in Implementing Program at Another Site:

17. Project Evaluation: External Eval. Internal Eval. [✓ No Eval. Yet]

18. Address of Project:
Literacy Council of Williamson County
P. O. Box 740
Georgetown, Texas 78627
512-863-6561

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Literacy Program - Ysleta ISD

2. Contact Person: Richard Davies 3. Date Program Began: 1986

4. Number of Participants (1986-87): 77 5. Age Range Served: 16 +

6. Population(s) Served: At-Risk Youth, Hard to Serve Adults.

7. Program Eligibility Criteria:

8. Program Exit Criteria:

9. Program Type: [✓ Dropout Prevention] [✓ Dropout Recovery] Other

10. Estimated (avg.) # of days participants spend in program:

11. Sponsoring Agency (Fiscal Agent): Upper Rio Grande SDA

12. Source(s) of Program Funds: Section 123

13. Description of Program Objectives:
To improve the quality and level of basic skills training for at-risk youth and hard to serve adults.

14. Description of the Program and Services Provided:
This program provides remediation, GED preparation and English as a second language instruction.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:

16. Special Factors to Consider in Implementing Program at Another Site:

17. Project Evaluation: External Eval. Internal Eval. [✓ No Eval. Yet]

18. Address of Project:

Literacy Program
2211 E. Missouri, Suite E-235
El Paso, Texas 79903
915-542-2808

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Literacy Project, Community/Adult Education

2. Contact Person: Sharon Dolenc 3. Date Program Began: 10/25/86

4. Number of Participants (1986-87): 36 5. Age Range Served: 18-71

6. Population(s) Served: Non school attending teenagers through adults.

7. Program Eligibility Criteria: Not presently enrolled in school (K-12), In need of reading help from 0 to 9th grade reading level.

8. Program Exit Criteria: Reached personal goals or acquired GED.

9. Program Type: Dropout Prevention [✓ Dropout Recovery] Other

10. Estimated (avg.) # of days participants spend in program: 2 days/week, 1 yr. or more

11. Sponsoring Agency (Fiscal Agent): Belton ISD

12. Source(s) of Program Funds: Belton ISD, Adult Ed. Coop and Donations

13. Description of Program Objectives:
To provide reading instruction for people who cannot read.
To provide tutoring for people who need special scheduling and wish to obtain a GED.

14. Description of the Program and Services Provided:
The Belton Literacy Council (BLC), a subcommittee of the Community Education (CE) Advisory Council and chaired by the CE Coordinator, maintains monthly contact with the tutors, locates new students and locates new tutors. The BLC meets monthly and reports findings. After the initial six hour training by the CE Coordinator and assistant, who match the tutor and student and retrain as needed, the tutoring sessions begin at public locations. Most locations are on Belton ISD property; there are also three out-reach locations.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:
Students are progressing through the mastery tests and wanting more extensive studies. 80% of the students and tutors that were matched in October, 1986 are still studying.

The problem of funding was solved through private donations.
To ease the problem of endless hours contacting people to match the tutor and student, a tutor coordinator on a part-time flexible hours basis is paid by the Central Texas Adult Cooperative.

16. Special Factors to Consider in Implementing Program at Another Site:
An enthusiastic organizer who plans training, matches students, locates materials, locates sites for study and maintains contact with tutors. As the program grows, an assistant will be needed to help match students and tutors.

17. Project Evaluation: External Eval. [✓ Internal Eval.] No Eval. Yet

18. Address of Project: Literacy Project, Community/Adult Education
P. O. Box 269
Belton, Texas 76513

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Lubbock Evening High School/GED/ABE

2. Contact Person: Freddye Harrell 3. Date Program Began: 1966

4. Number of Participants (1986-87): 3,202 5. Age Range Served: 17+

6. Population(s) Served: Grades 7-12, Out-of-school youth, Adults.

7. Program Eligibility Criteria: 17 year old +, school records, need, referrals by teachers, counselors, agencies.

8. Program Exit Criteria: Diploma, GED, or completion of objectives.

9. Program Type: Dropout Prevention [✓ Dropout Recovery] Other

10. Estimated (avg.) # of days participants spend in program: As long as necessary

11. Sponsoring Agency (Fiscal Agent): Lubbock ISD Adult Education

12. Source(s) of Program Funds: Tuition, State and Federal

13. Description of Program Objectives:
The main objectives of the program are to improve basic skills and help students obtain a high school diploma or GED certificate.

14. Description of the Program and Services Provided:
The Lubbock Adult Education emphasizes the improvement of basic academic skills. The program provides GED prep, basic academic services, job skills training, job placement, interim education for pregnant students and child care for young mothers. The program utilizes motivational strategies, community/parent outreach and career/self-worth guidance and counseling services.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:

16. Special Factors to Consider in Implementing Program at Another Site:

17. Project Evaluation: [✓ External Eval.] [✓ Internal Eval.] No Eval. Yet

18. Address of Project: Lubbock ISD Adult Education
610 Third Street
Lubbock, Texas 79401
806-765-9338

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: North Harris County College

2. Contact Person: Marshenell Ervin

3. Date Program Began: 1984

4. Number of Participants (1986-87): 45

5. Age Range Served: 16+

6. Population(s) Served:

7. Program Eligibility Criteria: JTPA Eligible

8. Program Exit Criteria:

9. Program Type: [✓ Dropout Prevention] [✓ Dropout Recovery] Other

10. Estimated (avg.) # of days participants spend in program:

11. Sponsoring Agency (Fiscal Agent): North Harris County College

12. Source(s) of Program Funds: PIC

13. Description of Program Objectives:
To improve services to at-risk youth.

14. Description of the Program and Services Provided:
The program emphasizes the improvement of basic skills and GED and ABE preparation. The program identifies and provides referrals for at-risk youth; occupational training; counseling and guidance services; preparation for unsubsidized employment; and pre-employment training.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:

16. Special Factors to Consider in Implementing Program at Another Site:

17. Project Evaluation: External Eval. Internal Eval. [✓ No Eval. Yet]

18. Address of Project:
North Harris County College
P. O. 96100
Houston, Texas 77213-6600
713-451-4257 Ext. 42

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Office Skills Training for Dropouts/Adults

2. Contact Person: Harry Meyer 3. Date Program Began: 9/9/81

4. Number of Participants (1986-87): 32 5. Age Range Served: 19-57

6. Population(s) Served: Varies

7. Program Eligibility Criteria: Needs a job skill.

8. Program Exit Criteria: Student sets goals and exits when goals are reached or sets new goals.

9. Program Type: Dropout Prevention [✓ Dropout Recovery] Other

10. Estimated (avg.) # of days participants spend in program: 175

11. Sponsoring Agency (Fiscal Agent): Lockheart ISD

12. Source(s) of Program Funds: P.L. 98-524: Title III

13. Description of Program Objectives:
To provide students with marketable skills. To assist students with improvement of their skills. To teach positive work habits. To assist students with evaluations of their abilities with respect to performing those skills.

14. Description of the Program and Services Provided:
The project demonstrates that a low-income, disadvantaged and high employment rural area can establish programs to combat these obstacles. The project also coordinates vocational education and adult and continuing education when remediation of basic skills is needed.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:
There is a definite community response and commitment to the program throughout the year. It has improved the vocational education climate in a sparsely populated rural area.

Problems/Solutions: Varied skill levels/instruction is individualized. Curriculum scheduling/reduced some areas of instruction. Attendance/majority of absences are unavoidable, reduced instructional days to 2 a week. Job Placement/no solution - part-time placement consultant needed.

16. Special Factors to Consider in Implementing Program at Another Site:
Equipment (typewriters and computers), Classroom facilities, Teachers and staff.

17. Project Evaluation: [✓ External Eval.] [✓ Internal Eval.] No Eval. Yet

18. Address of Project:

Office Skills Training
P. O. Box 120
Lockhart, Texas 78644
512-398-2371

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Ten County Adult Education Co-op

2. Contact Person: Jack Gunlock 3. Date Program Began: 1964

4. Number of Participants (1986-87): 1,679 5. Age Range Served: 17+

6. Population(s) Served: Out-of-School Youth

7. Program Eligibility Criteria: 17+, English as Second Language, Referrals from teachers, counselors, parents and agencies (TDC, Probation).

8. Program Exit Criteria: Achievement of personal goals.

9. Program Type: Dropout Prevention [✓ Dropout Recovery] Other

10. Estimated (avg.) # of days participants spend in program: As long as necessary

11. Sponsoring Agency (Fiscal Agent): Georgetown ISD

12. Source(s) of Program Funds: State, Federal Grant

13. Description of Program Objectives:
To meet the needs of out-of-school youth.

14. Description of the Program and Services Provided:
The program focuses on improving the participant's basic academic skills and GED prep. The program provides GED, ESL, ABE and citizenship classes. Career guidance and counseling services are also provided.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:

16. Special Factors to Consider in Implementing Program at Another Site:

17. Project Evaluation: [✓ External Eval.] [✓ Internal Eval.] No Eval. Yet

18. Address of Project:

Ten County Adult Education Co-op
603 Lakeway Drive
Georgetown, Texas 78628
512-863-1791

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DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: At-Risk Youth Program

2. Contact Person: Carl Cooper 3. Date Program Began: 3/1/85

4. Number of Participants (1986-87): 42 5. Age Range Served: 16-18

6. Population(s) Served: At-Risk Youth

7. Program Eligibility Criteria: Potential Dropout, Dropout

8. Program Exit Criteria: Completion of Program.

9. Program Type: [✓ Dropout Prevention] [✓ Dropout Recovery] Other

10. Estimated (avg.) # of days participants spend in program: 175

11. Sponsoring Agency (Fiscal Agent): Private

12. Source(s) of Program Funds: JTPA/Local

13. Description of Program Objectives:
The program's objectives are to change the participant's attitude about school, assist the student in obtaining necessary credits, develop vocational skills of participants, keep the student in school, and discourage family pressure on students to quit school and go to work.

14. Description of the Program and Services Provided:
Students were given an opportunity to work at school for four hours under supervision. Students attend class to work on reading, math and English from 3 to 6 p.m.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:
Of the 42 students enrolled in the program, 37 have remained in school. The biggest problem is that there are too many students needing help.

16. Special Factors to Consider in Implementing Program at Another Site:
Students from low income areas need a job to relieve pressure from home on quitting school and going to work.

17. Project Evaluation: External Eval. Internal Eval. [✓ No Eval. Yet]

18. Address of Project:
At-Risk Youth Program
12300 Eastlake Drive
El Paso, Texas 79927
915-858-0912

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Contemporary Occupational Training Center

2. Contact Person: James G. Wooten 3. Date Program Began: 9/1/75

4. Number of Participants (1986-87): 300 5. Age Range Served: 14-17

6. Population(s) Served: Dropouts, Potential Dropouts.

7. Program Eligibility Criteria: Referred. Resident of Houston ISD. Interest. Enjoy working with hands.

8. Program Exit Criteria: Recommendation. Return to Home School. GED Program. Verified Employment.

9. Program Type: [✓ Dropout Prevention] [✓ Dropout Recovery] Other

10. Estimated (avg.) # of days participants spend in program: 180

11. Sponsoring Agency (Fiscal Agent): Houston ISD

12. Source(s) of Program Funds: State, Federal, Vocational Funds

13. Description of Program Objectives:
To re-direct dropout students and potential dropouts into the educational and economic mainstream of our community. To prepare for home school re-entry or GED. To teach a marketable skill and assist in finding work.

14. Description of the Program and Services Provided:
The students are offered nine pre-employment programs - General Mechanical Repair, Printing, Welding, Clerical Occupations, Building Maintenance, General Construction, Small Engines, Commercial Foods and Co-op. The Vocational courses are taught in two hour blocks (1st year) and three hour blocks (2nd year), students also take World History, Correlated Language Arts, Fundamental Math and Occupational Investigation.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:
Attendance problems have been cut drastically by having homeroom teachers call parents when a student is absent. Certificates are awarded monthly for perfect attendance. Short-term goals and awards seem to work best with these students.

16. Special Factors to Consider in Implementing Program at Another Site:
Space large enough to accommodate students and programs. Support staff to accomplish goals and objectives of the program.

17. Project Evaluation: [✓ External Eval.] [✓ Internal Eval.] No Eval. Yet

18. Address of Project:
Contemporary Occupational Training Center
2600 Travis
Houston, Texas 77006
713-529-7648

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Educational and Occupational Enhancement

2. Contact Person: Jesse C. Cummings 3. Date Program Began: 2/10/87

4. Number of Participants (1986-87): 29 5. Age Range Served: 16-21

6. Population(s) Served: Area disadvantaged youth.

7. Program Eligibility Criteria: JTPA eligible.

8. Program Exit Criteria: Job placement, GED, Return to high school, Completion of pre-employment skills training.

9. Program Type: Dropout Prevention [✓ Dropout Recovery] Other

10. Estimated (avg.) # of days participants spend in program: 3 months

11. Sponsoring Agency (Fiscal Agent): Fort Worth ISD

12. Source(s) of Program Funds: JTPA

13. Description of Program Objectives:
To aid disadvantaged 16-21 high school dropouts in education and employment opportunities.

14. Description of the Program and Services Provided:
The program provides GED study, pre-employment skills training and job placement for disadvantaged youth in Fort Worth and surrounding areas.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:
Of the 29 participants; 4 completed pre-employment skills training, 14 were placed in unsubsidized employment, 4 passed GED test and 2 returned to regular high school.

Transportation was a major problem. The counselor provided transportation on many occasions. Bus schedules were kept on hand as well.

16. Special Factors to Consider in Implementing Program at Another Site:
The Adult Education Center already had GED classes in place when it started the dropout program, this made it easy to place the people in class.

17. Project Evaluation: [✓ External Eval.] Internal Eval. No Eval. Yet

18. Address of Project:
Educational and Occupational Enhancement
705 S. Henderson
Fort Worth, Texas 76104
817-332-7544

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Healy Murphy Learning Center

2. Contact Person: Belvin B. Steward 3. Date Program Began: 1979

4. Number of Participants (1986-87): 73 5. Age Range Served: 14-19

6. Population(s) Served: In-school youth, Out-of-school youth.

7. Program Eligibility Criteria: JTPA eligible, Approval by school district, Not mentally retarded or educationally disadvantaged, Willingness to participate.

8. Program Exit Criteria: N/A

9. Program Type: [✓ Dropout Prevention] [✓ Dropout Recovery] Other

10. Estimated (avg.) # of days participants spend in program: N/A

11. Sponsoring Agency (Fiscal Agent): Alamo SDA

12. Source(s) of Program Funds: Private, Local ISDs, United Way, USDA, Title 20, City of San Antonio

13. Description of Program Objectives:
To assist participants in completing high school. To provide training for work and community life.

14. Description of the Program and Services Provided:
Program provides education services, day care, recreational activities, counseling and medical, dental and legal services.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:

16. Special Factors to Consider in Implementing Program at Another Site:

17. Project Evaluation: [✓ External Eval.] [✓ Internal Eval.] No Eval. Yet

18. Address of Project:
Healy Murphy Learning Center
434 S. Main Suite 301
San Antonio, Texas 78204
512-299-8183

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: HOTCOG Summer Work/Study Program

2. Contact Person: Jane Anderson 3. Date Program Began: 6/1/87

4. Number of Participants (1986-87): 10 5. Age Range Served: 14-18

6. Population(s) Served: Students who meet income and grade criteria.

7. Program Eligibility Criteria: Income guidelines, Academic deficiencies.

8. Program Exit Criteria: Students issued 1/2 credit in academic area if they completed the course criteria.

9. Program Type: [✓ Dropout Prevention] Dropout Recovery Other

10. Estimated (avg.) # of days participants spend in program: 20

11. Sponsoring Agency (Fiscal Agent): Heart of Texas Council of Governments

12. Source(s) of Program Funds: Heart of Texas Council of Governments

13. Description of Program Objectives:
To provide students with academic encouragement and the opportunity to gain credit in summer, also to provide students with the opportunity to earn extra money while in job training supervision.

14. Description of the Program and Services Provided:
This summer program provided students the opportunity to gain high school credit (1/2) and increase their academic success. They were also provided job training experience in a supervised environment during which they received wages of $3.35 per hour. This program was jointly sponsored by the Hubbard ISD, Heart of Texas Council of Governments and Texas Employment Commission.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:
5 students completed the entire program and definitely benefited from the job exposure and the academic offering. The classroom setting provided the opportunity to develop self-discipline and to experience success academically.

We found that some of the students did not have the desire to participate in a real working and learning situation and these dropped out of the program. It is hoped that we can offer academic courses to all students who wish to be involved during the next summer session.

16. Special Factors to Consider in Implementing Program at Another Site:
The district is currently trying to complete eligibility for a grant through TEA which would enable us to put a computer learning center in the high school. This would open the door to evening and summer courses with greater variety.

17. Project Evaluation: [✓ External Eval.] [✓ Internal Eval.] No Eval. Yet

18. Address of Project:
HOTCOG Summer Work/Study Program
P. O. Box 218
Hubbard, Texas 76648
817-576-2066

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: In School Work Experience Program

2. Contact Person: Arturo McDonald, Sr. 3. Date Program Began: 9/1/86

4. Number of Participants (1986-87): 153 5. Age Range Served: 16-21

6. Population(s) Served: High School Seniors

7. Program Eligibility Criteria: JTPA eligible. Enrolled in vocational program. Enrolled in alternative educational program.

8. Program Exit Criteria: Graduation. Obtain youth competencies. GED or high school diploma.

9. Program Type: [✓ Dropout Prevention] Dropout Recovery Other

10. Estimated (avg.) # of days participants spend in program: 180

11. Sponsoring Agency (Fiscal Agent): Cameron County SDA

12. Source(s) of Program Funds: Job Training Partnership Act, Title IIA

13. Description of Program Objectives:
To reduce school attrition, provide job seeking and job maintenance skills, provide entry level job skills, earn high school credit through work experience (Co-op), enhance participant's overall employability skills, and provide financial assistance for economically disadvantaged youth.

14. Description of the Program and Services Provided:
The program provides pre-employment work maturity, work experience for earnings and school credit, individual personal and career counseling. Due to a cooperative effort from all 10 school districts within Cameron County, the program was able to serve all school districts under one contractor - LEA Co-op coordinated by Brownsville ISD

15. Specific Successes of the Program/Problems Encountered/Solutions Used:
Ninety-six percent of the participants entered employment, completed their studies or attained youth competencies.

16. Special Factors to Consider in Implementing Program at Another Site:
LEA Co-ops are helpful in areas where many school districts exist.

17. Project Evaluation: [✓ External Eval.] [✓ Internal Eval.] No Eval. Yet

18. Address of Project:

In School Work Experience
302 Kings Highway #209
Brownsville, Texas 78521
512-542-5935

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: In-School Youth Program

2. Contact Person: Arturo A. McDonald 3. Date Program Began: 9/1/86

4. Number of Participants (1986-87): 153 5. Age Range Served: 16-19

6. Population(s) Served: Potential dropouts.

7. Program Eligibility Criteria: High School Senior, JTPA eligible.

8. Program Exit Criteria: High School Diploma, Pre-Employment Work Maturity Competencies, Unsubsidized Employment or Return to School.

9. Program Type: [✓ Dropout Prevention] Dropout Recovery Other

10. Estimated (avg.) # of days participants spend in program: 9 months

11. Sponsoring Agency (Fiscal Agent): Brownsville ISD

12. Source(s) of Program Funds: JTPA - Private Industry Council

13. Description of Program Objectives:
To assist at-risk or potential dropouts to remain in school and attain a high school diploma

14. Description of the Program and Services Provided:
The In-School Program offers work experience training for eligible high school seniors from Cameron County. Ten School Districts in the County participate in this program, which provides educational and employment services.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:
115 participants completed major level of study, 24 attained youth competencies, 8 entered unsubsidized employment.

16. Special Factors to Consider in Implementing Program at Another Site:
Students respond more effectively when a combination of actual employment experience and classroom instruction is utilized.

17. Project Evaluation: [✓ External Eval.] [✓ Internal Eval.] No Eval. Yet

18. Address of Project:

Brownsville ISD In-School Youth Program
1625 Price Road
Brownsville, Texas 78521
512-546-2433

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Job Training Partnership Act Summer Program

2. Contact Person: C. H. Parsons 3. Date Program Began: 6/1/84

4. Number of Participants (1986-87): 6 5. Age Range Served: 14-16

6. Population(s) Served: Disadvantaged Youth.

7. Program Eligibility Criteria: Economically and educationally disadvantaged.

8. Program Exit Criteria: N/A

9. Program Type: [✓ Dropout Prevention] Dropout Recovery Other

10. Estimated (avg.) # of days participants spend in program: 30-40

11. Sponsoring Agency (Fiscal Agent): Medina County

12. Source(s) of Program Funds: Federal

13. Description of Program Objectives:
To provide basic skills remediation. To provide basic on job experience.

14. Description of the Program and Services Provided:
Students participate in two weeks of intensive basic skills remediation followed by six weeks of on the job training in various occupational areas.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:
The program provides summer employment and remediation in basic skills. This tends to reduce the regression normally experienced during the summer.

16. Special Factors to Consider in Implementing Program at Another Site:

17. Project Evaluation: External Eval. Internal Eval. [✓ No Eval. Yet]

18. Address of Project:

Job Training Partnership Act Summer Program
2608 Avenue H
Hondo, Texas 78861
512-426-3027

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Nacogdoches Adult Learning Center: Project Redirection

2. Contact Person: Tina Blackshire 3. Date Program Began: 1986

4. Number of Participants (1986-87): 18 5. Age Range Served: 16-18

6. Population(s) Served: Grades 10-12, Out-of-school youth.

7. Program Eligibility Criteria: JTPA eligible, Single parents, Dropouts or potential dropouts, Have transportation.

8. Program Exit Criteria: Improved academic skills, GED, Employment, Improved parenting life-coping and work skills.

9. Program Type: [✓ Dropout Prevention] [✓ Dropout Recovery] Other

10. Estimated (avg.) # of days participants spend in program: 8-10 Weeks

11. Sponsoring Agency (Fiscal Agent): Deep East Texas Council of Governments

12. Source(s) of Program Funds: State

13. Description of Program Objectives:
Program goals include remediation, parenting skills, career awareness, work experience, GED, High School Diploma, and counseling.

14. Description of the Program and Services Provided:
Project Redirection provides GED preparation, remediation services, counseling, work experience and positive parenting classes.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:

16. Special Factors to Consider in Implementing Program at Another Site:

17. Project Evaluation: [✓ External Eval.] [✓ Internal Eval.] No Eval. Yet

18. Address of Project:

Project Redirection
2423 North Pecan
Nacogdoches, Texas 75961
409-564-8789

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Poly Entrepreneurial Program

2. Contact Person: Jesse Cummings 3. Date Program Began: 4/1/87

4. Number of Participants (1986-87): 16 5. Age Range Served: 16-21

6. Population(s) Served: At risk youth.

7. Program Eligibility Criteria: JTPA eligible, In-school potential dropouts grade 11.

8. Program Exit Criteria: Completed program objectives

9. Program Type: [✓ Dropout Prevention] Dropout Recovery Other

10. Estimated (avg.) # of days participants spend in program:

11. Sponsoring Agency (Fiscal Agent): Ft. Worth Consortium (The Working Connection)

12. Source(s) of Program Funds: JTPA

13. Description of Program Objectives:
To develop the entrepreneurial skills of youths who are potential dropouts. To keep students in school by building self-esteem, confidence and motivation. By planning and implementing a small business, students are able to demonstrate their creativity through creating a product, developing a business plan and marketing their product.

14. Description of the Program and Services Provided:
The project name is Poly-Tech Printers. Participants produce printed products such as napkins, T-Shirts, bumper stickers, greeting cards, etc. These items are marketed and returns are placed in an account to be put back into the program. The student reward for participation is payment of $3.35 hourly. Organizations involved are The Working Connection, the sponsoring agency and the Fort Worth Public Schools, service providers for the project.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:
The project has created community interest to the extent that there have been several news articles in local newspapers. The project coordinator has also appeared on television news and talk shows. The participants exemplify pride in the success of their business.

16. Special Factors to Consider in Implementing Program at Another Site:

17. Project Evaluation: External Eval. Internal Eval. [✓ No Eval. Yet]

18. Address of Project:
Poly Entrepreneurial Program
440 S. Main Street
Fort Worth, Texas 76104
817-870-8853

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Stepping Toward Renewal in Vocational Ed. (STRIVE)

2. Contact Person: R. L. Wheeler 3. Date Program Began: 9/1/87

4. Number of Participants (1986-87): New Program 5. Age Range Served: 14-19

6. Population(s) Served: District 9th Graders

7. Program Eligibility Criteria: Over age. Below grade level. Class failure.

8. Program Exit Criteria: High School Diploma

9. Program Type: [✓ Dropout Prevention] Dropout Recovery Other

10. Estimated (avg.) # of days participants spend in program: School year.

11. Sponsoring Agency (Fiscal Agent): Houston ISD

12. Source(s) of Program Funds: Houston ISD

13. Description of Program Objectives:
Keeping identified at-risk students in school. Improving grades of at-risk students. Re-direct thinking to a more positive attitude about self and future. Help students become a productive part of society by equipping them with salable skills.

14. Description of the Program and Services Provided:
Seven middle schools send up to 20 students each. These students are clustered and receiving group and individual counseling along with the remediation needed. Atmosphere is very positive.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:
From the beginning, the students have been very positive about being in our school and about helping themselves.

16. Special Factors to Consider in Implementing Program at Another Site:

17. Project Evaluation: External Eval. Internal Eval. [✓ No Eval. Yet]

18. Address of Project:

Project STRIVE
5800 Eastex Freeway
Houston, Texas 77026
713-631-8766

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Summer Youth Employment Training Program

2. Contact Person: Irma Caballero 3. Date Program Began: 1969

4. Number of Participants (1986-87): 702 5. Age Range Served: 14-21

6. Population(s) Served: In-School and Out-of-School Youth, Adults.

7. Program Eligibility Criteria: Age, Economically disadvantaged, Residency, Citizenship.

8. Program Exit Criteria: N/A

9. Program Type: [✓ Dropout Prevention] [✓ Dropout Recovery] Other

10. Estimated (avg.) # of days participants spend in program: N/A

11. Sponsoring Agency (Fiscal Agent): City of Corpus Christi, Nueces County SDA

12. Source(s) of Program Funds: JTPA

13. Description of Program Objectives:
To increase school retention and high school completion.

14. Description of the Program and Services Provided:
This program provides participants with work experience, summer school, career awareness and labor market information.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:

16. Special Factors to Consider in Implementing Program at Another Site:

17. Project Evaluation: External Eval. Internal Eval. [✓ No Eval. Yet]

18. Address of Project:

Summer Youth Employment Training Program
P. O. Box 9277
Corpus Christi, Texas 78469
512-880-3185

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Summer Youth Program

2. Contact Person: Adrian Johnson 3. Date Program Began: 6/8/87

4. Number of Participants (1986-87): 51 5. Age Range Served: 14-19

6. Population(s) Served:

7. Program Eligibility Criteria: JTPA qualifications.

8. Program Exit Criteria: Receive credit.

9. Program Type: [✓ Dropout Prevention] Dropout Recovery Other

10. Estimated (avg.) # of days participants spend in program: 30

11. Sponsoring Agency (Fiscal Agent): Heart of Texas Council of Governments

12. Source(s) of Program Funds: JTPA

13. Description of Program Objectives:
Employ 51 youth for 4 hours a day for 6 weeks. Plus provide summer school programs for remediation and credit.

14. Description of the Program and Services Provided:
Hillsboro ISD provided worksites for 51 JTPA youth plus facilities and personnel for summer school remediation classes. We also provided breakfast and lunch at no charge to JTPA youth. We were funded/assisted by the H.O.T.C.O.G of Waco, Texas.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:
47 JTPA youth completed the program.

16. Special Factors to Consider in Implementing Program at Another Site:
Staff needs to be understanding and have compassion for disadvantaged youth.

17. Project Evaluation: [✓ External Eval.] [✓ Internal Eval.] No Eval. Yet

18. Address of Project:

Summer Youth Program
P. O. Box 1076
Hillsboro, Texas 76645
817-582-2772

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: 2 + 2 Program

2. Contact Person: Dr. Linda Hansen 3. Date Program Began: 7/15/86

4. Number of Participants (1986-87): 22 5. Age Range Served: 16-17

6. Population(s) Served: 11th & 12th Graders

7. Program Eligibility Criteria: Aptitude for Technological Training.

8. Program Exit Criteria: Graduation from High School.

9. Program Type: [✓ Dropout Prevention] Dropout Recovery Other

10. Estimated (avg.) # of days participants spend in program: 2 years

11. Sponsoring Agency (Fiscal Agent): Leander ISD

12. Source(s) of Program Funds: Local, Federal Vocational Funds

13. Description of Program Objectives:
To provide students with entry-level skills in the technology industries and/or credit towards an associate degree from a community college.

14. Description of the Program and Services Provided:
Provides students with concentrated study of high technology (electronics) sciences. The course of study includes courses in the principles of technology, DC-AC electricity and semiconductors. It provides a hands-on lab oriented program that encourages students to complete their high school training and enter employment in a high-tech industry or enter a community college.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:
No students left the program during the 1986-87 school year. The applied mathematics assisted students in passing the TEAMS test.

16. Special Factors to Consider in Implementing Program at Another Site:
Need about $18,000.00 in electronic lab equipment to start the program.

17. Project Evaluation: [✓ External Eval.] [✓ Internal Eval.] No Eval. Yet

18. Address of Project:
2 + 2 Program
P. O. Box 218
Leander, Texas 78641
512-259-1113

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Youth On The Job Training, In-School

2. Contact Person: Jesse C. Cummings 3. Date Program Began: 7/1/86

4. Number of Participants (1986-87): 76 5. Age Range Served: 16-20

6. Population(s) Served: Economically disadvantaged, Teen parents, Foster children, Handicapped.

7. Program Eligibility Criteria: In-School youth from families whose incomes do not exceed OMB poverty levels.

8. Program Exit Criteria: Placement in unsubsidized employment.

9. Program Type: [✓ Dropout Prevention] Dropout Recovery Other

10. Estimated (avg.) # of days participants spend in program: 180

11. Sponsoring Agency (Fiscal Agent): Fort Worth ISD

12. Source(s) of Program Funds: II-A JTPA

13. Description of Program Objectives:
Placement in unsubsidized employment. Encourage participants to become productive, tax-paying private sector employees.

14. Description of the Program and Services Provided:
The program offers job placement and counseling.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:
64% of program participants entered unsubsidized employment in private industry.

To match students schedules with private sector demands, we sought jobs in businesses in operation after school hours.

16. Special Factors to Consider in Implementing Program at Another Site:
Requires staff members who can get in the door of private sector businesses to explain the program.

17. Project Evaluation: [✓ External Eval.] Internal Eval. No Eval. Yet

18. Address of Project:
Youth OJT In-School
3210 West Lancaster
Fort Worth, Texas 76107
817-336-5173

VOCATIONAL EMPHASIS:

Recovery

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DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Alternative Career Center

2. Contact Person: Sam Pugh   3. Date Program Began: 9/10/85

4. Number of Participants (1986-87):   5. Age Range Served: 15-21

6. Population(s) Served: Dropouts

7. Program Eligibility Criteria: High school age students who have been out of school for at least six weeks.

8. Program Exit Criteria: Satisfaction of all requirements for graduation.

9. Program Type: Dropout Prevention [✓ Dropout Recovery] Other

10. Estimated (avg.) # of days participants spend in program: Full School Year

11. Sponsoring Agency (Fiscal Agent): Dallas ISD

12. Source(s) of Program Funds: Dallas ISD (ADA)

13. Description of Program Objectives:
To provide regular high school instruction along with work experiences in the private business sector, enable students to earn a high school diploma, and prepare them for success in the real world.

14. Description of the Program and Services Provided:
We are a self-paced, open-entry/open-exit high school for dropouts. Our students earn elective credit through CVAE with daytime jobs. They attend regular classes in English, mathematics, social studies and science four nights each week. When they have satisfied all requirements, including 80 clock hours of attendance, they receive regular diplomas from their home high schools.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:
Twenty-two students have graduated since the program's inception in October, 1985. Over 190 courses were completed during the 1986-87 school year. The solution to the attendance problem was to select a "student of the month" which is awarded partly on good attendance, drawing for prizes at various times for those who are present, and frequent telephone calls to homes of absentees.

16. Special Factors to Consider in Implementing Program at Another Site:
A central location to facilitate transportation. A staff able to handle at-risk students who have a variety of special problems.

17. Project Evaluation: External Eval. Internal Eval. [✓ No Eval. Yet]

18. Address of Project:
Alternative Career Center
912 South Ervay
Dallas, Texas 75201
214-742-3568

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Brownsville ISD Dropout Recovery Program

2. Contact Person: Arturo McDonald, Sr. 3. Date Program Began: 9/21/87

4. Number of Participants (1986-87): 27 5. Age Range Served: 16-21

6. Population(s) Served: Dropouts and At Risk Youth.

7. Program Eligibility Criteria: JTPA eligible, High school dropout, At risk as identified by school.

8. Program Exit Criteria: Complete GED or competency based high school diploma.

9. Program Type: Dropout Prevention [✓ Dropout Recovery] Other

10. Estimated (avg.) # of days participants spend in program: 120

11. Sponsoring Agency (Fiscal Agent): Cameron County Private Industry Council

12. Source(s) of Program Funds: JTPA, Title IIA

13. Description of Program Objectives:
The ultimate goal of this program is to re-direct high school dropouts or youth who are on the verge of dropping out of school onto a path to return to school and obtain a high school diploma or GED. The program is also intended to improve participant employability skills.

14. Description of the Program and Services Provided:
GED instruction and/or competency based high school training.
Work experience.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:

16. Special Factors to Consider in Implementing Program at Another Site:

17. Project Evaluation: External Eval. Internal Eval. No Eval. Yet

18. Address of Project:
Brownsville ISD Dropout Recovery Program
302 Kings Highway #209
Brownsville, Texas 78521
512-542-5935

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Brownsville ISD Out-of-School Program

2. Contact Person: Arturo A. McDonald 3. Date Program Began: 11/15/86

4. Number of Participants (1986-87): 64 5. Age Range Served: 16-21

6. Population(s) Served: Dropout students.

7. Program Eligibility Criteria: JTPA eligible, Age, Dropout.

8. Program Exit Criteria: GED, Pre-Employment Work Maturity Competencies, Unsubsidized Employment or Return to School.

9. Program Type: Dropout Prevention [✓ Dropout Recovery] Other

10. Estimated (avg.) # of days participants spend in program: 9 months

11. Sponsoring Agency (Fiscal Agent): Brownsville ISD

12. Source(s) of Program Funds: JTPA - Private Industry Council

13. Description of Program Objectives:
Program objectives were: to acquire a GED certificate through classroom instruction utilizing the APL Curriculum; acquire Pre-Employment/Work Maturity Competencies, enter unsubsidized employment or return to school

14. Description of the Program and Services Provided:
The OJT Out-of-School Youth Employment and Training Program was designed to provide economically disadvantaged Cameron County youth who have dropped out of school, the opportunity to earn a marketable skill via On-The-Job Training and to achieve high school credentials through the APL Competency-Based High School Diploma Program

15. Specific Successes of the Program/Problems Encountered/Solutions Used:
37 participants received their GED, 59 attained Pre-Employment Competencies; 3 students returned to school; 1 entered the Armed Forces and 26 entered unsubsidized employment.

16. Special Factors to Consider in Implementing Program at Another Site:
Students respond more effectively with a combination of actual employment experience and classroom instruction.

17. Project Evaluation: [✓ External Eval.] Internal Eval. No Eval. Yet

18. Address of Project:
Brownsville ISD Out-Of School Program
1625 Price Road
Brownsville, Texas 78520
512-546-2433

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Deep East Texas Council of Governments

2. Contact Person: Betty J. Brown 3. Date Program Began: 6/8/86

4. Number of Participants (1986-87): 389 5. Age Range Served: 14-21

6. Population(s) Served:

7. Program Eligibility Criteria: Economically disadvantaged, Juvenile offenders, Teen parents, Slow achievers.

8. Program Exit Criteria: Refer to each specific model program.

9. Program Type: [✓ Dropout Prevention] [✓ Dropout Recovery] [✓ Other]

10. Estimated (avg.) # of days participants spend in program: 40

11. Sponsoring Agency (Fiscal Agent): Deep East Texas COG

12. Source(s) of Program Funds: Title IIB

13. Description of Program Objectives:
Improvement in school retention and completion. Improvement in academic performance, including mathematics and reading comprehension. Improvement in employability skills. Demonstrated coordination with other community service organizations such as local education agencies, law enforcement agencies and drug/alcohol prevention and treatment programs.

14. Description of the Program and Services Provided:
Program includes a 2 day labor market orientation session for all participants. Approximately 94 youth participated in model programs developed by local school districts, MHMR agencies, ABE facilities, juvenile probation offices and local community colleges. The remaining 300 participants participated in full time work experience. In this activity they were introduced to actual job behaviors and specific skills through short term, public sector placements.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:
The model programs received statewide recognition and participants advanced two to three grade levels.

Each model should be adapted to each SDAs needs and specifications.

16. Special Factors to Consider in Implementing Program at Another Site:

17. Project Evaluation: [✓ External Eval.] [✓ Internal Eval.] No Eval. Yet

18. Address of Project:
Deep East Texas Council of Governments
P. O. Box 1423
Lufkin, Texas 75901
409-634-2247

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Developmental Studies for AFDC Recipients

2. Contact Person: Irma Caballero 3. Date Program Began: 1986

4. Number of Participants (1986-87): 37 5. Age Range Served: 16-55

6. Population(s) Served: At Risk Youth and Hard to Serve Adults.

7. Program Eligibility Criteria: JTPA eligible, AFDC recipients.

8. Program Exit Criteria: N/A

9. Program Type: Dropout Prevention [✓ Dropout Recovery] Other

10. Estimated (avg.) # of days participants spend in program: N/A

11. Sponsoring Agency (Fiscal Agent): City of Corpus Christi, Nueces County SDA

12. Source(s) of Program Funds: JTPA; Section 123 Funds

13. Description of Program Objectives:
To improve service to at-risk youth, to improve basic skills functioning and job readiness of hard to serve adults and to build participant's self-esteem.

14. Description of the Program and Services Provided:
The program provides remedial education; job readiness skills training; placement services and GED preparation.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:

16. Special Factors to Consider in Implementing Program at Another Site:

17. Project Evaluation: External Eval. Internal Eval. [✓ No Eval. Yet]

18. Address of Project:
Developmental Studies for AFDC Recipients
P. O. Box 9277
Corpus Christi, Texas 78469
512-880-3185

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Intensive Recovery Program

2. Contact Person: Jesse C. Cummings 3. Date Program Began: 9/2/87

4. Number of Participants (1986-87): 22 5. Age Range Served: 16-21

6. Population(s) Served: Area Teenagers, Parents, Dropouts.

7. Program Eligibility Criteria: JTPA eligible, Cleared through the Working Connection, Junior class status and have officially dropped out of school.

8. Program Exit Criteria: Students reach senior status or graduate.

9. Program Type: Dropout Prevention [✓ Dropout Recovery] Other

10. Estimated (avg.) # of days participants spend in program: 210

11. Sponsoring Agency (Fiscal Agent): Fort Worth ISD

12. Source(s) of Program Funds: JTPA

13. Description of Program Objectives:
The objective of this program is to provide activities and services at North Side High School for senior and second-semester junior students who have dropped out of high school enabling them to complete their graduation requirements in a unique educational arrangement.

14. Description of the Program and Services Provided:
This program provides students a second chance to receive a high school diploma. using high school facilities and services as well as services available through the Adult Education Center. The students are also enrolled in a Marketing Education Cooperative Program. This program offers students a chance to attend classes and be gainfully employed part of the day, receive wages, job experience, job related instruction and credit towards graduation. By combining this high school program with the Adult Evening High School, students are able to secure employment while completing the credits needed for graduation. Students will receive extensive counseling to help with problems and concerns.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:
Thus far, 22 students have enrolled in the program. 2 students graduated 9/87. The remaining students have returned to regular high school, obtained full-time employment or are currently participating in the program.
Recruiting Students/Consistently keep in touch with high school counselors for the most recent dropout list, communicate directly with prospective students through phone calls and letters, display posters within the community, discuss program with community based organizations, advertise services in the newspapers.

16. Special Factors to Consider in Implementing Program at Another Site:

17. Project Evaluation: External Eval. Internal Eval. [✓ No Eval. Yet]

18. Address of Project:
Intensive Recovery Program
3210 West Lancaster
Fort Worth, Texas 76107
817-625-7681

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Job Corps

2. Contact Person: JoAnn Oakes 3. Date Program Began: 8/20/64

4. Number of Participants (1986-87): 6,112 5. Age Range Served: 16-21

6. Population(s) Served: Teenage parents, Bilingual, Poor home environment.

7. Program Eligibility Criteria: Economically disadvantaged, Out-of-school, In need of vocational skills.

8. Program Exit Criteria: Program completion.

9. Program Type: Dropout Prevention [✓ Dropout Recovery] Other

10. Estimated (avg.) # of days participants spend in program: 180

11. Sponsoring Agency (Fiscal Agent): Department of Labor

12. Source(s) of Program Funds: Federal Funds

13. Description of Program Objectives:
To provide vocational training and education for GED certificates in order to be able to find gainful employment. Primarily a residential program although non-residential available in Laredo, El Paso and Austin.

14. Description of the Program and Services Provided:
Students are give vocational training based on their abilities after being exposed to "Occupational Exploration". Each center provides residential living in dorms and cafeteria style meals. Medical and dental care is available on center. All training and education supplies are furnished, including required clothing for certain vocational fields. In addition, students receive a monthly allowance of $40.00 to begin with and up to $100.00 a month.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:
About 77% are placed in a job, military service or schooling upon termination. Particular success has been achieved in military recruitment after termination from those centers that can provide high school diplomas.

Unacceptable behavior at the centers can cause premature termination of students. When trouble makers can be identified they are terminated in an effort to provide better security to the other students.

16. Special Factors to Consider in Implementing Program at Another Site:

17. Project Evaluation: [✓ External Eval.] Internal Eval. No Eval. Yet

18. Address of Project:
Job Corps
TEC Building - Job Service Operations
Austin, Texas 78778-0001
512-463-2354

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Job Training Partnership Act

2. Contact Person: Dr. David S. Herrera

3. Date Program Began: 9/1/80

4. Number of Participants (1986-87): 11

5. Age Range Served: 14-20

6. Population(s) Served: Students

7. Program Eligibility Criteria: Student must be a vocational student and must qualify for free/reduced lunch.

8. Program Exit Criteria: Termination of work.

9. Program Type: [✓ Dropout Prevention] [✓ Dropout Recovery] Other

10. Estimated (avg.) # of days participants spend in program: 60

11. Sponsoring Agency (Fiscal Agent): Southside ISD

12. Source(s) of Program Funds: Vocational - Federal/Local

13. Description of Program Objectives:
To provide students an opportunity to work and gain monies to buy school supplies/clothes. To provide students with practical applications for their training. To provide additional help for completion of summer tasks/jobs.

14. Description of the Program and Services Provided:
The district works with Sanyo in acquiring working students for the summer. Students are assigned jobs in areas of training and are paid by Sanyo.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:
This activity has provided jobs for students during the summer. This assistance has allowed students to remain in school.

A major problem has been having enough adult supervisors and work stations.

16. Special Factors to Consider in Implementing Program at Another Site:
Adult supervisors.

17. Project Evaluation: [✓ External Eval.] [✓ Internal Eval.] No Eval. Yet

18. Address of Project:

Job Training Partnership Act
1610 Martinez-Losoya Road
San Antonio, Texas 78221
512-626-2346

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: JTPA Youth Project

2. Contact Person: Jose G. Castillo, Jr. 3. Date Program Began: 1986

4. Number of Participants (1986-87): 40 5. Age Range Served: 17-21

6. Population(s) Served: Out-of-school youth.

7. Program Eligibility Criteria: Age, Income, JTPA eligible, School records, Verification of withdrawal, Referrals.

8. Program Exit Criteria: Pass GED with a score of 40.

9. Program Type: Dropout Prevention [✓ Dropout Recovery] Other

10. Estimated (avg.) # of days participants spend in program: One semester or less

11. Sponsoring Agency (Fiscal Agent): Alvin Community College

12. Source(s) of Program Funds: JTPA

13. Description of Program Objectives:
To help dropouts obtain long term employment.

14. Description of the Program and Services Provided:
Program provides GED prep classes, basic skills training, career and vocational training, part time work and child care for young mothers. The program utilizes motivational strategies, career/self-worth guidance counseling and referral or transfers into vocational training programs.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:

16. Special Factors to Consider in Implementing Program at Another Site:

17. Project Evaluation: [✓ External Eval.] [✓ Internal Eval.] No Eval. Yet

18. Address of Project:
JTPA Youth Project
3110 Mustang Road
Alvin, Texas 77511
713-331-6111 Ext. d238

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Lufkin Adult Learning Center: Project Rescue

2. Contact Person: Bob Quillin 3. Date Program Began: 1986

4. Number of Participants (1986-87): 17 5. Age Range Served: 16-21

6. Population(s) Served: Grades 10-12, Out-of-School Youth.

7. Program Eligibility Criteria: JTPA income eligible, dropout potential, Referral, Has transportation, Approved by screening committee.

8. Program Exit Criteria: Obtain GED, Return to School, Increase academic level by 2 years, Obtain employment.

9. Program Type: [✓ Dropout Prevention] [✓ Dropout Recovery] Other

10. Estimated (avg.) # of days participants spend in program: One semester or less

11. Sponsoring Agency (Fiscal Agent): Deep East Texas Council of Governments

12. Source(s) of Program Funds: State

13. Description of Program Objectives:
To increase academic level, complete GED, obtain employment, college or vocational training.

14. Description of the Program and Services Provided:
Program focuses on providing the participant with GED prep, work experience, and remediation services. Program includes career exploration, counseling, remedial assistance and GED prep classes.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:

16. Special Factors to Consider in Implementing Program at Another Site:

17. Project Evaluation: [✓ External Eval.] [✓ Internal Eval.] No Eval. Yet

18. Address of Project:
Project Rescue
107 East Lufkin Avenue
Lufkin, Texas 75901
409-639-3059

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Non-Residential GED/Work Experience Program

2. Contact Person: Manual Torres — 3. Date Program Began: 4/14/87

4. Number of Participants (1986-87): 25 — 5. Age Range Served: 16+

6. Population(s) Served: High school dropouts.

7. Program Eligibility Criteria: High School Dropout, JTPA Eligible.

8. Program Exit Criteria: Complete GED training in preparation to take the GED exam.

9. Program Type: Dropout Prevention [✓ Dropout Recovery] Other

10. Estimated (avg.) # of days participants spend in program: 45

11. Sponsoring Agency (Fiscal Agent): Cameron County Private Industry Council

12. Source(s) of Program Funds: JTPA, Title IIA

13. Description of Program Objectives:
    Obtain job seeking and job maintenance skills, complete GED training in preparation to take the GED exam, Provide entry level employment skills through work experience. Ultimate goal is to enhance participant employability and/or encourage participant to return to school.

14. Description of the Program and Services Provided:
    The program offers pre-employment work maturity training, GED instruction and work experience in the public sector.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:
    So far, 11 of the 25 participants have obtained their GED. All participants have been placed on hold. Those who have not obtained a GED may still do so. Those who have, may be referred to employment or to other JTPA training programs.

16. Special Factors to Consider in Implementing Program at Another Site:

17. Project Evaluation: External Eval. Internal Eval. [✓ No Eval. Yet]

18. Address of Project:

Non-Residential GED/Work Experience Program
302 Kings Highway #209
Brownsville, Texas 78521
512-542-5935

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DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Pilot Non-Residential GED/Work Experience Program

2. Contact Person: Hilario Ramirez 3. Date Program Began: 6/15/87

4. Number of Participants (1986-87): 20 5. Age Range Served: 16+

6. Population(s) Served: High School Dropout (for at least 6 months).

7. Program Eligibility Criteria: JTPA eligible, High school dropout.

8. Program Exit Criteria: Complete GED classroom training.

9. Program Type: Dropout Prevention [✓ Dropout Recovery] Other

10. Estimated (avg.) # of days participants spend in program: 35

11. Sponsoring Agency (Fiscal Agent): Cameron County Private Industry Council

12. Source(s) of Program Funds: JTPA, Title IIA

13. Description of Program Objectives:
To provide GED classroom training to prepare participants to take the GED exam. Also, to provide entry level employment skills through work experience in the public sector. Ultimate goal is to enhance participants employability, which could lead to unsubsidized employment, or encourage participants to return to school.

14. Description of the Program and Services Provided:
GED instruction
Work experience

15. Specific Successes of the Program/Problems Encountered/Solutions Used:
So far, 12 participants out of 20 have obtained their GED. The participants have been placed on hold. Those who have not obtained their GED still have a chance to do so. Other participants have the opportunity to enter other JTPA programs or seek unsubsidized employment.

16. Special Factors to Consider in Implementing Program at Another Site:

17. Project Evaluation: External Eval. Internal Eval. [✓ No Eval. Yet]

18. Address of Project:
Non-Residential GED/Work Experience Program
302 Kings Highway #209
Brownsville, Texas 78521
512-542-5935

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Project Advance

2. Contact Person: Phyllis Schantz 3. Date Program Began: 1983

4. Number of Participants (1986-87): 300 5. Age Range Served: 17+

6. Population(s) Served: Adults

7. Program Eligibility Criteria: Income, Language proficiency level, Educational achievement level.

8. Program Exit Criteria: None

9. Program Type: Dropout Prevention [✓ Dropout Recovery] Other

10. Estimated (avg.) # of days participants spend in program: As long as necessary..

11. Sponsoring Agency (Fiscal Agent): San Antonio College

12. Source(s) of Program Funds: Federal

13. Description of Program Objectives:
To improve basic academic skills and to provide vocational training and career planning.

14. Description of the Program and Services Provided:
Program focuses on improving basic academic skills, GED prep and job skills. The program provides GED prep classes, guidance and counseling, vocational, remedial, computer and self-paced instruction. Program utilizes community outreach and motivational strategies.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:

16. Special Factors to Consider in Implementing Program at Another Site:

17. Project Evaluation: External Eval. [✓ Internal Eval.] No Eval. Yet

18. Address of Project:

Project Advance
1300 San Pedro
San Antonio, Texas 78284
512-733-2651

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Sanyo Youth Program

2. Contact Person: Belvin B. Steward 3. Date Program Began: 1966

4. Number of Participants (1986-87): 357 5. Age Range Served: 14-21

6. Population(s) Served: In-school youth, Out-of-school youth.

7. Program Eligibility Criteria: JTPA eligible, At Risk, Inactive in school for 1 year or more.

8. Program Exit Criteria: N/A

9. Program Type: [✓ Dropout Prevention] [✓ Dropout Recovery] Other

10. Estimated (avg.) # of days participants spend in program: N/A

11. Sponsoring Agency (Fiscal Agent): Alamo Service Delivery Area

12. Source(s) of Program Funds: JTPA

13. Description of Program Objectives:
To assist in finding employment

14. Description of the Program and Services Provided:
Program provides pre-employment/job search services, work experience, counseling services and emergency dental/medical and transportation services

15. Specific Successes of the Program/Problems Encountered/Solutions Used:

16. Special Factors to Consider in Implementing Program at Another Site:

17. Project Evaluation: [✓ External Eval.] Internal Eval. No Eval. Yet

18. Address of Project:
Sanyo Youth Program
434 S. Main Suite 301
San Antonio, Texas 78204
512-299-8183

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Texas Conservation Corps

2. Contact Person: Doug Duke 3. Date Program Began: 9/86

4. Number of Participants (1986-87): 150 5. Age Range Served: 16-21

6. Population(s) Served: Primarily high school dropouts.

7. Program Eligibility Criteria: JTPA eligible, no offenses with the law.

8. Program Exit Criteria: GED, Pre-Employment Work Maturity Competencies.

9. Program Type: Dropout Prevention [✓ Dropout Recovery] Other

10. Estimated (avg.) # of days participants spend in program: 40-120

11. Sponsoring Agency (Fiscal Agent): Cameron County Private Industry Council

12. Source(s) of Program Funds: JTPA, Title IIA and Section 123

13. Description of Program Objectives:
Provide basic skills training, job seeking and job maintenance skills and work experience. Ultimate goal is to re-direct youth into unsubsidized employment or to return to school. Program also provides the acquisition of discipline, orientation to safety on the job and use of certain tools.

14. Description of the Program and Services Provided:
Basic skills training
Pre-Employment Work Maturity Competencies
Work experience
One to three week academy on discipline, safety and equipment use.
GED instruction for those in the residential programs.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:
Results not in as of this date.

16. Special Factors to Consider in Implementing Program at Another Site:

17. Project Evaluation: External Eval. [✓ Internal Eval.] No Eval. Yet

18. Address of Project:
Texas Conservation Corp
302 Kings Highway #209
Brownsville, Texas 78521
512-542-5935

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Texas Conservation Corps

2. Contact Person: Marshenell Ervin 3. Date Program Began: 1985

4. Number of Participants (1986-87): 300 5. Age Range Served: 18-21

6. Population(s) Served: Out-Of-School Youth.

7. Program Eligibility Criteria: JTPA eligible, Not on probation, Texas resident, 18-21 years of age.

8. Program Exit Criteria: N/A

9. Program Type: Dropout Prevention [✓ Dropout Recovery] Other

10. Estimated (avg.) # of days participants spend in program: N/A

11. Sponsoring Agency (Fiscal Agent): Harris County SDA

12. Source(s) of Program Funds: PIC, JTPA, TCC

13. Description of Program Objectives:
The goals of the program are to instill in the participants a positive attitude toward work and to improve work habits and job skills.

14. Description of the Program and Services Provided:
The program provides remediation, GED preparation classes, personal and pre-employment skills training and instruction.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:

16. Special Factors to Consider in Implementing Program at Another Site:

17. Project Evaluation: External Eval. [✓ Internal Eval.] No Eval. Yet

18. Address of Project:
Texas Conservation Corps
3830 Richmond
Houston, Texas 77098

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: TSTI Dropout Recovery Program

2. Contact Person: Dr. J. Gilbert Leal

3. Date Program Began: 9/21/87

4. Number of Participants (1986-87): 30

5. Age Range Served: 17-21

6. Population(s) Served: High school dropouts.

7. Program Eligibility Criteria: JTPA eligible.

8. Program Exit Criteria: Obtain GED and/or master Pre-Employment Work Maturity Competencies.

9. Program Type: Dropout Prevention [✓ Dropout Recovery] Other

10. Estimated (avg.) # of days participants spend in program: 60

11. Sponsoring Agency (Fiscal Agent): Cameron County Private Industry Council

12. Source(s) of Program Funds: JTPA, Title IIA

13. Description of Program Objectives:
Provide job seeking and job maintenance skills; provide GED instruction to prepare participants to take the GED exam; provide work experience to obtain entry level employment skills; provide $100.00 incentive to those who obtain GED. Ultimate goal is to re-direct the dropout on a path to unsubsidized employment or back to school.

14. Description of the Program and Services Provided:
Pre-Employment Work Maturity
Work Experience
GED preparation class
On-campus housing for those who cannot commute
$100.00 incentive for those who obtain a GED

15. Specific Successes of the Program/Problems Encountered/Solutions Used:

16. Special Factors to Consider in Implementing Program at Another Site:

17. Project Evaluation: External Eval. Internal Eval. [✓ No Eval. Yet]

18. Address of Project:
T.S.T.I. Dropout Recovery Program
302 Kings Highway #209
Brownsville, Texas 78521
512-542-5935

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: TSTI Residential GED/Work Experience Program

2. Contact Person: Dr. J. Gilbert Leal

3. Date Program Began: 5/20/87

4. Number of Participants (1986-87): 22

5. Age Range Served: 16+

6. Population(s) Served: High School Dropout.

7. Program Eligibility Criteria: JTPA eligible.

8. Program Exit Criteria: Master Pre-Employment Work Maturity Competencies. Obtain a GED.

9. Program Type: Dropout Prevention [✓ Dropout Recovery] Other

10. Estimated (avg.) # of days participants spend in program: 90

11. Sponsoring Agency (Fiscal Agent): Cameron County Private Industry Council

12. Source(s) of Program Funds: JTPA, Title IIA

13. Description of Program Objectives:
Provide job seeking and job maintenance skills; provide GED instruction to prepare participants to take the GED exam; provide work experience to obtain entry level employment skills; provide $100.00 incentive to those who obtain GED. Ultimate goal is to re-direct the dropout on a path to unsubsidized employment or back to school.

14. Description of the Program and Services Provided:
Pre-Employment Work Maturity
Work Experience at Texas State Technical Institute
GED preparation classes
On-campus housing for those who cannot commute
$100.00 incentive for those who obtain a GEd

15. Specific Successes of the Program/Problems Encountered/Solutions Used:
So far, 19 of the 22 participants have obtained their GED. All participants are now on hold. Those who have not obtained GED may still do so, and the others have an opportunity to obtain further JTPA training or be referred to employers for employment.

16. Special Factors to Consider in Implementing Program at Another Site:

17. Project Evaluation: External Eval. [✓ Internal Eval.] No Eval. Yet

18. Address of Project:
T.S.T.I. Residential GED/Work Experience Program
302 Kings Highway #209
Brownsville, Texas 78521

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Youth Employment Service - Project Success

2. Contact Person: Richard Gomez 3. Date Program Began: 1985

4. Number of Participants (1986-87): 117 5. Age Range Served: 16-21

6. Population(s) Served: Out-of-School Youth, Adults, High School Graduates.

7. Program Eligibility Criteria: Out-of-School, Ages 16-21, JTPA eligible.

8. Program Exit Criteria: N/A

9. Program Type: Dropout Prevention [✓ Dropout Recovery] Other

10. Estimated (avg.) # of days participants spend in program: N/A

11. Sponsoring Agency (Fiscal Agent): Austin/Travis County PIC

12. Source(s) of Program Funds: PIC

13. Description of Program Objectives:
To reduce the number of students who are out of school and unemployed.

14. Description of the Program and Services Provided:
Program services include recruitment, intake, assessment, counseling, GED assistance, job readiness training, job search assistance, job placement services and follow-up. Classes offered include basic computer, word processing, data processing, data entry and spreadsheets. Customized training include cashier training through a contract with Target Department Stores.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:

16. Special Factors to Consider in Implementing Program at Another Site:

17. Project Evaluation: External Eval. Internal Eval. [✓ No Eval. Yet]

18. Address of Project:
Youth Employment Service - Project Success
2326 East 1st
Austin, Texas 78701
512-479-6248

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DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Alternative Placement Team (APT)

2. Contact Person: Laurie Moseley, III 3. Date Program Began: 9/1/86

4. Number of Participants (1986-87): 8 5. Age Range Served: 15-17

6. Population(s) Served: Middle School Students

7. Program Eligibility Criteria: Class failure. Behavioral problems. Capable of academic success.

8. Program Exit Criteria: APT team standards met. Passing grades. SAT grade level. Good discipline.

9. Program Type: [✓ Dropout Prevention] Dropout Recovery Other

10. Estimated (avg.) # of days participants spend in program: 30

11. Sponsoring Agency (Fiscal Agent): Springtown ISD

12. Source(s) of Program Funds:

13. Description of Program Objectives:
To prevent over age middle school students from continuing the patterns of failure and disruptive behavior that lead to dropouts. To give the students a sense of self worth and provide a challenge and success.

14. Description of the Program and Services Provided:
The APT program enables certain over age, failing and disruptive middle school students to meet criteria to enable them to be placed with their peers and gain self esteem. The APT team consists of the Middle School Counselor, Principal(s), Teachers, the High School Counselor(s), Principals(s), and other administrators. After the middle school personnel identify candidates, the APT team meets with the students, parents, teachers and other administrators to set criteria for students to advance to high school.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:
5 of the 8 students have done well in high school and have grade averages that are at or above 80.

The problem of resistance by teachers and others who felt that the students could not ever be salvaged solved itself with the success of 3 of the first 4 students who proved that students can change.

16. Special Factors to Consider in Implementing Program at Another Site:
Cooperation of all administrative staff and counseling staff from the onset. Make students aware that this is an important program. Show students that you believe they can succeed.

17. Project Evaluation: External Eval. [✓ Internal Eval.] No Eval. Yet

18. Address of Project:
Alternative Placement
200 North Main
Springtown, Texas 76082
817-523-7295

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Canutillo Dropout Counseling

2. Contact Person: Ester E. McLeod 3. Date Program Began: 1978

4. Number of Participants (1986-87): 1 5. Age Range Served: 14-21

6. Population(s) Served: Grades 10-12, Out-of-School Youth, Handicapped.

7. Program Eligibility Criteria: Failing classes, Absences, Behavior problems, Test scores, Counselor's referrals.

8. Program Exit Criteria: Graduation. Referral to another agency.

9. Program Type: [✓ Dropout Prevention] [✓ Dropout Recovery] Other

10. Estimated (avg.) # of days participants spend in program: As long as necessary.

11. Sponsoring Agency (Fiscal Agent): Canutillo ISD

12. Sources(s) of Program Funds: Federal, State, Local

13. Description of Program Objectives:
To provide counseling to prevent dropouts and to offer computer assisted instruction to help students to return to school.

14. Description of the Program and Services Provided:
The Dropout Counseling Program stresses improving student academic skills, self-image, and job skills. This counseling program includes parental participation, career counseling, job placement and counseling. Program provides interim education for pregnant ill students. Program utilizes school/business partnerships to provide employment opportunities for participants.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:

16. Description of Special Factors to Consider in Implementing Program at Another Site:

17. Evaluation of this Project: External Eval. [✓ Internal Eval.] No Eval. Yet

18. Address of Project:
Canutillo ISD Dropout Counseling
P.O. Box 100
Canutillo, Texas 79835
915-877-3726

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: CARE TEAM

2. Contact Person: Vickie Howerton
3. Date Program Began: 9/84

4. Number of Participants (1986-87): 17
5. Age Range Served: 12-16

6. Population(s) Served: 1,025

7. Program Eligibility Criteria: Student and teacher referral.

8. Program Exit Criteria: Counselor referral, community service referral, or alternative education referral.

9. Program Type: [✓ Dropout Prevention] Dropout Recovery [✓ Other]

10. Estimated (avg.) # of days participants spend in program: Does Not Apply

11. Sponsoring Agency (Fiscal Agent): Arlington ISD

12. Source(s) of Program Funds: Local

13. Description of Program Objectives:
The CARE TEAM is a pro-active group of students, teachers, counselors, a parent, and a school administrator organized for the prevention of serious crises in students' lives.

14. Description of the Program and Services Provided:
The primary thrust of the CARE TEAM is to train people to recognize potential students at-risk, plan and implement effective interventions, if necessary, and where needed, help in the referral of families and students to appropriate schools or agencies.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:
In addition to educating CARE TEAM members to be alert to students who may be at-risk, the program has provided counseling for 15 students this past school year.

The Arlington ISD is not equipped at this time to deal with prospective dropouts at the junior high school level; therefore, referrals were made to an alternative program which is under the auspices of UT Arlington.

16. Special Factors to Consider in Implementing Program at Another Site:

17. Project Evaluation: External Eval. Internal Eval. [✓ No Eval. Yet]

18. Address of Project:

CARE TEAM
2000 North Fielder
Arlington, Texas 76012
817-460-7631

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Coping Skills Class

2. Contact Person: Tom Hill 3. Date Program Began: 9/83

4. Number of Participants (1986-87): 250 5. Age Range Served: 14-19

6. Population(s) Served: Students

7. Program Eligibility Criteria: Assigned to long term periods at the in-school suspension center.

8. Program Exit Criteria: Completion of unit.

9. Program Type: [✓ Dropout Prevention] Dropout Recovery Other

10. Estimated (avg.) # of days participants spend in program: 15 hours

11. Sponsoring Agency (Fiscal Agent): Alvin ISD

12. Source(s) of Program Funds: Local

13. Description of Program Objectives:
To identify and address behavioral problems in a curriculum designed to help students cope with such things as drug/alcohol abuse, peer relationships and acceptance of authority.

14. Description of the Program and Services Provided:
Students who have been assigned to in-school suspension on a long term basis are required to take part in a class on coping skills taught by the program director. Through an assessment process, behavioral problems are identified and addressed in a curriculum designed to help students cope with such things as drug and alcohol abuse, peer relationships and acceptance of authority.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:

16. Special Factors to Consider in Implementing Program at Another Site:

17. Project Evaluation: External Eval. [✓ Internal Eval.] No Eval. Yet

18. Address of Project:
Coping Skills Class
802 S. Johnson
Alvin, Texas 77511

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Counseling Program

2. Contact Person: Richard Keilholz 3. Date Program Began: 9/1/80

4. Number of Participants (1986-87): 2,500 5. Age Range Served: 5-21

6. Population(s) Served: All Students

7. Program Eligibility Criteria: Student in need of help.

8. Program Exit Criteria: Graduation

9. Program Type: [✓ Dropout Prevention] [✓ Dropout Recovery] [✓ Other]

10. Estimated (avg.) # of days participants spend in program: 175

11. Sponsoring Agency (Fiscal Agent): Southside ISD

12. Source(s) of Program Funds: Local

13. Description of Program Objectives:
To assist students with academic, social and other types of problems. To provide activities to enhance students knowledge and skills in life survival situations. To provide counseling one-on-one to students in need. To assist teachers with problem students. To test and assist with placement of students.

14. Description of the Program and Services Provided:
Counselors work with teachers and staff to identify students needs. Counselors provide activities for students and teachers to enhance their skills/knowledge in problem solving. Counselors provide testing for all students in order to assist with placement. Counselors assist students in applying and receiving financial assistance from the various universities.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:
More students are applying for and attending post-secondary schools. More students are staying in school. Last year, 5 dropouts returned to school and are doing well.

Not enough personnel to provide the help needed.

16. Special Factors to Consider in Implementing Program at Another Site:

17. Project Evaluation: External Eval. [✓ Internal Eval.] No Eval. Yet

18. Address of Project:
Southside ISD Counseling Programs
1610 Martinez-Losoya Road
San Antonio, Texas 78221
512-626-2346

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Dropout Information and Referral Project

2. Contact Person: Irma Caballero 3. Date Program Began: 1/7/86

4. Number of Participants (1986-87): 746 5. Age Range Served: 16+

6. Population(s) Served: At Risk Youth, Dropouts

7. Program Eligibility Criteria: Dropouts and Potential Dropouts (prefer JTPA eligible).

8. Program Exit Criteria: Extensive follow-up is planned for status of disposition, e.g. what actual service was provided.

9. Program Type: [✓ Dropout Prevention] [✓ Dropout Recovery] Other

10. Estimated (avg.) # of days participants spend in program: N/A

11. Sponsoring Agency (Fiscal Agent): Corpus Christi ISD

12. Source(s) of Program Funds: JTPA/PIC

13. Description of Program Objectives:
To implement an information and referral system which will provide information to students, dropouts, and school system personnel about the Jobs Training Program and other social service agencies. To provide a system by which coordination among the schools, social service agencies and the Jobs Training Program can be achieved for the prevention and referral of dropouts who may be provided remedial, vocational and/or employment opportunities.

14. Description of the Program and Services Provided:
The Dropout Information and Referral Project provides assistance to potential and actual dropouts identified by ten participating school districts in Nueces County, The project's goal will be to contact these individuals to offer them assistance to locate employment and/or training to facilitate their return to school or obtain a GED. The Information and Referral Project also coordinates with local social service agencies, e.g. Texas Youth City, TDHS, TRC, etc.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:
The problems encountered include: inaccurate school data (e.g. individuals identified as dropouts were actually enrolled), and school districts use different code numbers to reference reasons for dropping out of school, thus making it difficult to compile and group data, and requiring manual tabulating. The solution to these problems is to develop uniform codes and automate the system.

16. Special Factors to Consider in Implementing Program at Another Site:
Access to flow of referrals from school system.
Willingness to work with all area school districts and social service agencies.

17. Project Evaluation: External Eval. [✓ Internal Eval.] No Eval. Yet

18. Address of Project:
Corpus Christi Dropout Information & Referral Project
P. O. Box 9277
Corpus Christi, Texas 78401
512-880-3182

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Dropout Prevention Counseling

2. Contact Person: Nancy J. Hagen

3. Date Program Began: 1983

4. Number of Participants (1986-87):

5. Age Range Served: 16-18

6. Population(s) Served: Grades 10-12

7. Program Eligibility Criteria: Number of absences and classes failed, Referrals by teachers, counselors, parents, asst. principals.

8. Program Exit Criteria: Informed agreement among teacher, student and and counselor.

9. Program Type: [✓ Dropout Prevention] Dropout Recovery Other

10. Estimated (avg.) # of days participants spend in program: As long as necessary.

11. Sponsoring Agency (Fiscal Agent): Schertz-Cibolo-Universal City ISD

12. Source(s) of Program Funds: Counseling Funding

13. Description of Program Objectives:
To encourage students to stay in school.

14. Description of the Program and Services Provided:
Dropout Prevention Program provides GED prep, interim education for pregnant/ill students, career/self-worth guidance and counseling, community outreach, teacher/student tutoring and remediation services.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:

16. Special Factors to Consider in Implementing Program at Another Site:

17. Project Evaluation: External Eval. [✓ Internal Eval.] No Eval. Yet

18. Address of Project:
Dropout Prevention Counseling
1060 Elder Road
Schertz, Texas 78154
512-658-3553

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Failure Intervention Guidance

2. Contact Person: Jim Reed 3. Date Program Began: 10/26/87

4. Number of Participants (1986-87): 16 5. Age Range Served: 12 - 14

6. Population(s) Served: 7th Grade Students

7. Program Eligibility Criteria: Teacher recommendation.

8. Program Exit Criteria: Upon passing 7th grade.

9. Program Type: [✓ Dropout Prevention] Dropout Recovery [✓ Other]

10. Estimated (avg.) # of days participants spend in program: 7-1/2 Months

11. Sponsoring Agency (Fiscal Agent): Dumas ISD

12. Source(s) of Program Funds:

13. Description of Program Objectives:
The object of the program is to prevent 7th grade failure and any subsequent grade level failures.

14. Description of the Program and Services Provided:
Students who elect to be included in the program are required to fill out an assignment each day that is initialed by each teacher during the day and an assistant principal at the end of the day. They also receive group and individual counseling, peer tutoring and daily reinforcement from their teachers.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:
Of the 16 seventh graders who started the program, all of which were likely to fail, 11 passed during the regular terms and 2 more passed in summer school.

The program did little for those students who were over age at the onset of the school year. It was determined that over age students should not be in the program. The program was especially helpful to immature students that had trouble dealing with Junior High School.

16. Special Factors to Consider in Implementing Program at Another Site:
A school needs a staff that is willing to work with a group of students on a regular basis.

17. Project Evaluation: External Eval. [✓ Internal Eval.] No Eval. Yet

18. Address of Project:
Failure Intervention
5th & Durrett
Dumas, Texas 79029
806-935-4155

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Goal Maker

2. Contact Person: Dr. Lucille Santos 3. Date Program Began: 1983

4. Number of Participants (1986-87): 5. Age Range Served: 16+

6. Population(s) Served: Out-of-School Youth

7. Program Eligibility Criteria: Withdrawal from school, Self-referral. Referrals from teachers, counselors, visiting teachers or parents.

8. Program Exit Criteria: School placement or placement in training program.

9. Program Type: Dropout Prevention [✓ Dropout Recovery] Other

10. Estimated (avg.) # of days participants spend in program: As long as necessary.

11. Sponsoring Agency (Fiscal Agent): San Antonio ISD

12. Source(s) of Program Funds: State Compensatory Funds

13. Description of Program Objectives:
Problem Resolution

14. Description of the Program and Services Provided:
The program focuses on referring students to the appropriate program or social service agency. Most referrals involve education, GED or job training programs.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:

16. Special Factors to Consider in Implementing Program at Another Site:

17. Project Evaluation: External Eval. [✓ Internal Eval.] No Eval. Yet

18. Address of Project:
Goal Maker
141 Lavaca Street
San Antonio, Texas 78210
512-299-5663

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Helping Other Students To Succeed (HOSTS)

2. Contact Person: Ramiro Ramirez 3. Date Program Began: 9/1/84

4. Number of Participants (1986-87): 56 5. Age Range Served: 14-19

6. Population(s) Served: Grades 9-12

7. Program Eligibility Criteria: Anyone may join. Need to be passing their classes. Need to undergo training and have parents' permission.

8. Program Exit Criteria: None

9. Program Type: [✓ Dropout Prevention] Dropout Recovery [✓ Other]

10. Estimated (avg.) # of days participants spend in program: Ongoing throughout year

11. Sponsoring Agency (Fiscal Agent): Laredo ISD Guidance Department

12. Source(s) of Program Funds: Local Fund Raisers

13. Description of Program Objectives:
To help students learn to solve their problems, thus preventing them from dropping out of school. To reach more of the students having problems and make them aware that there are other alternatives than dropping out of school. To train peer counselors to be able to help other students. The philosophy behind this program is that young people tend to relate their problems to other young people more often than to adults.

14. Description of the Program and Services Provided:
This program is a peer-counselors type of organization. Students are trained by the counseling staff and community resource persons to help other peers within the school setting. The student counselors identify and refer their peers, who are having problems to the counselors. The counselors will then counsel with those students and provide the necessary help to them. The peer-counselors aid the counseling staff by supporting and identifying those students who are at-risk.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:
The program has been successful by the increase of students who have been referred and by the awareness that the entire school population has as to where to go for help when they need it.

One problem encountered is not having enough time during the school day to keep training the peer-counselors. We have done the training on Saturdays.

16. Special Factors to Consider in Implementing Program at Another Site:

17. Project Evaluation: External Eval. Internal Eval. [✓ No Eval. Yet]

18. Address of Project:
Helping Other Students To Succeed (HOSTS)
1703 Houston Street
Laredo, Texas 78040
512-722-4693

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: IMAGE

2. Contact Person: Irma Gonzalez

3. Date Program Began: 9/1/86

4. Number of Participants (1986-87): 60

5. Age Range Served: 5-18

6. Population(s) Served: Students referred by campus counselors.

7. Program Eligibility Criteria: Failure to make significant progress with regular counseling.

8. Program Exit Criteria: Cases closed upon recommendation by psychologist/social worker.

9. Program Type: [✓ Dropout Prevention] Dropout Recovery [✓ Other]

10. Estimated (avg.) # of days participants spend in program: 7 months

11. Sponsoring Agency (Fiscal Agent): Weslaco ISD

12. Source(s) of Program Funds: Chapter 2, Chapter I Migrant, Chapter I Regular

13. Description of Program Objectives:
To do a Parent Intake to provide historical family data, student interviews not off

14. Description of the Program and Services Provided:
Consultation with school staff follows Parent Intake session; then a behavioral plan is designed, implemented, and monitored during the school year. Topics such as communication with family members, peer pressure, and study skills are discussed. Staffing was provided to carry out the school's responsibilities in the students' plans.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:
A significant number of students learned to express deep-rooted feelings and to deal with hurts, fears and insecurities. These students were able to become more successful in their classwork and in their relationships.

The major problem encountered was the lack of space at some campuses.

16. Special Factors to Consider in Implementing Program at Another Site:
Facilities that are private.

17. Project Evaluation: External Eval. Internal Eval. [✓ No Eval. Yet]

18. Address of Project:
IMAGE
P. O. Box 266
Weslaco, Texas 78596
512-968-1515 Ext. 612

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: JTPA 123 Funds Program

2. Contact Person: Laura Resendez

3. Date Program Began: 1986

4. Number of Participants (1986-87): 60

5. Age Range Served: 16+

6. Population(s) Served: At-Risk Youth, Hard-to-Serve Adults.

7. Program Eligibility Criteria: Economically disadvantaged, Handicapped, Dropouts, Offenders, Teen Parents, Welfare recipients, Limited English.

8. Program Exit Criteria: N/A

9. Program Type: Dropout Prevention [✓ Dropout Recovery] Other

10. Estimated (avg.) # of days participants spend in program: N/A

11. Sponsoring Agency (Fiscal Agent): South Texas SDA

12. Source(s) of Program Funds: State, Education Coordination & Grants Program

13. Description of Program Objectives:
To improve services for at-risk youth; to improve basic skills functioning and job readiness of adult participants.

14. Description of the Program and Services Provided:
The program offers GED preparation and remedial education instruction.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:

16. Special Factors to Consider in Implementing Program at Another Site:

17. Project Evaluation: External Eval. Internal Eval. [✓ No Eval. Yet]

18. Address of Project:

JTPA 123 Funds Program
P. O. Box 1757
Laredo, Texas 78044
512-722-3973

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: KISD Self Destructive Tendency Awareness

2. Contact Person: Dr. Robert LeBlanc 3. Date Program Began: 8/85

4. Number of Participants (1986-87): 5. Age Range Served: K-12

6. Population(s) Served: Faculty and Student Body.

7. Program Eligibility Criteria: At Risk Student, Referrals.

8. Program Exit Criteria:

9. Program Type: [✓ Dropout Prevention] Dropout Recovery [✓ Other]

10. Estimated (avg.) # of days participants spend in program: Varies

11. Sponsoring Agency (Fiscal Agent): Klein ISD

12. Source(s) of Program Funds:

13. Description of Program Objectives:
The Klein ISD desires that all faculty and staff be equipped with practical skills and usable information that can be of help to children who are at-risk for suicide and/or other self-destructive tendencies.

14. Description of the Program and Services Provided:
The School Building Administrator, Classroom Teacher, School Nurse, School Counselor, Related Service Counselor and School Librarian all receive training from the School Psychologist/Associate School Psychologist in the areas awareness, identification and referral. The Crisis Intervention Team and Post-intervention Team are made up of these school personnel and are called upon when required. Parents are notified immediately if their child(ren) indicate a suicidal or self-destructive pattern.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:

16. Special Factors to Consider in Implementing Program at Another Site:
Commitment of local school board and superintendent. School psychologists/associate psychologists trained for the program. Inservice for all personnel. Audio Visuals. Specific plan for local district. Reference manuals.

17. Project Evaluation: External Eval. [✓ Internal Eval.] No Eval. Yet

18. Address of Project:
KISD Self Destructive Tendency Awareness
7200 Spring Cypress Road
Klein, Texas 77379-3299
713-376-4180

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Pampa ISD At-Risk Program

2. Contact Person: Sally Griffith 3. Date Program Began: 9/1/86

4. Number of Participants (1986-87): 81 5. Age Range Served: 5-20

6. Population(s) Served: Pampa ISD (4,500 students)

7. Program Eligibility Criteria: At-Risk Students, Students with Behavioral Problems.

8. Program Exit Criteria: Graduation, Improved Behavior

9. Program Type: Dropout Prevention Dropout Recovery Other

10. Estimated (avg.) # of days participants spend in program: 120

11. Sponsoring Agency (Fiscal Agent): Pampa ISD

12. Source(s) of Program Funds: Pampa ISD

13. Description of Program Objectives:
To make students, parents and the community aware of problems (substance abuse, pregnancies) that promote failure and therefore create drop-outs. The establishment of support groups for recovering addicts, non-users and parent education. To identify individual students who are at-risk. Cooperation is gained through core teams at each school who intervene with the parents and students.

14. Description of the Program and Services Provided:
A district wide committee examines policy, coordinates awareness programs and curriculum development. Administrators, counselors, teachers and a nurse at each school are trained for student intervention and are responsible for a 3-pronged program - Awareness/Prevention, Student/Parent Support Groups, and Individual Student Intervention. The students needs are met through appropriate school placement (vocational, etc.), referrals to community services and individual intervention.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:
Of the high school students referred for intervention several entered drug treatment and remained in school. There are also several students who would have dropped out but have since graduated and a few who did drop out but obtained a GED.

The single greatest problem has been drug and alcohol abuse. The elementary and middle schools have implemented full awareness/prevention programs and parent support groups have implemented parent involvement.

16. Special Factors to Consider in Implementing Program at Another Site:
Staff training is crucial to the success of the program. Pampa ISD uses a 4 day impact training program and hired a full time coordinator.

17. Project Evaluation: External Eval. [✓ Internal Eval.] No Eval. Yet

18. Address of Project:
Pampa ISD
1440 Charles
Pampa, Texas 79065
806-665-3756

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Peer Assistance Network of Texas (PAN-Texas) Project

2. Contact Person: H. Grant Thomas, Jr. 3. Date Program Began: 9/1/87

4. Number of Participants (1986-87): 0 5. Age Range Served: 6-18

6. Population(s) Served: Students throughout Texas.

7. Program Eligibility Criteria: Participation in the PAN-Texas network is open to schools/school districts throughout Texas.

8. Program Exit Criteria: None

9. Program Type: [✓ Dropout Prevention] Dropout Recovery [✓ Other]

10. Estimated (avg.) # of days participants spend in program: Varied

11. Sponsoring Agency (Fiscal Agent): Austin Child Guidance Center

12. Source(s) of Program Funds: Texas Commission on Alcohol and Drug Abuse

13. Description of Program Objectives:
To establish, strengthen and sustain a statewide network of peer helping programs throughout Texas; and to demonstrate that students themselves can be a very valuable resource in addressing not only the issue of dropout prevention, but other areas of concern in the schools as well. To ascertain where in the state there are schools/school districts with helping programs in operation already and to lend consultation and technical assistance in developing such programs.

14. Description of the Program and Services Provided:
Serves as a central clearinghouse for ideas, information, materials and strategies dealing with peer helping programs. Provides consultation and technical assistance to schools which would like to develop peer programs. Publication and distribution of a PAN-Texas project newsletter, highlighting the activities and accomplishments of participating programs. Sponsors at least 1 statewide conference of peer program participants. There is no charge for any services provided.

The PAN-Texas Project began Sept 1987, the coordinator of the project is well qualified to assist with the development of similarly successful programs.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:
We need help in determining where there are peer helping programs already in operation, and where there are schools/school districts which would like assistance in developing such programs.

16. Special Factors to Consider in Implementing Program at Another Site:
Any school/school district in the state is capable of developing an effective peer helping group. All that is necessary is the desire to do so.

17. Project Evaluation: External Eval. Internal Eval. [✓ No Eval. Yet]

18. Address of Project:

PAN-Texas Project
612 West 6th Street
Austin, Texas 78701
512-476-6015

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Peer Group Counseling

2. Contact Person: Don Jefferies 3. Date Program Began: 9/87

4. Number of Participants (1986-87): 5. Age Range Served: 14-19

6. Population(s) Served: Students

7. Program Eligibility Criteria: Students with related substance abuse problems.

8. Program Exit Criteria:

9. Program Type: [✓ Dropout Prevention] Dropout Recovery Other

10. Estimated (avg.) # of days participants spend in program:

11. Sponsoring Agency (Fiscal Agent): Alvin ISD

12. Source(s) of Program Funds: Bay Area Council on Drug Abuse

13. Description of Program Objectives:
The primary objective will be to provide support and encouragement so that substance abusers can avoid substance abuse again. To direct abusers toward treatment and drying out.. To prevent students from abusing harmful/illegal substances.

14. Description of the Program and Services Provided:
We will establish three types of peer counseling groups.
(1) To involve students from families where there is substance abuse. To prevent these students from abusing harmful/illegal substances.
(2) To involve students who are using drugs and/or alcohol. To direct them toward treatment and drying out.
(3) To involve students who are in a post-treatment period. To provide them with support and encouragement so they can avoid substance abuse again.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:
Without this type of help many of these students would drop out of school.

16. Special Factors to Consider in Implementing Program at Another Site:

17. Project Evaluation: External Eval. Internal Eval. [✓ No Eval. Yet]

18. Address of Project:

Alvin ISD Peer Group Counseling
802 S. Johnson
Alvin, Texas 77511

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: People-To-People Adult Education Program

2. Contact Person: Shelly Rode 3. Date Program Began: 1984

4. Number of Participants (1986-87): 5. Age Range Served: 17+

6. Population(s) Served: Out-of-school youths, adults.

7. Program Eligibility Criteria: Age. Referrals by counselors, parents, and agencies (probation department).

8. Program Exit Criteria:

9. Program Type: Dropout Prevention [✓ Dropout Recovery] Other

10. Estimated (avg.) # of days participants spend in program: As long as necessary

11. Sponsoring Agency (Fiscal Agent): San Marcos Public Library

12. Source(s) of Program Funds: City, Federal

13. Description of Program Objectives:
The goals of the program are improving basic literacy, GED prep, English as a second language and ABE services.

14. Description of the Program and Services Provided:
The program stresses the improvement of basic academic skills, GED prep, and job skills. The program provides participants with individualized tutoring services.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:

16. Special Factors to Consider in Implementing Program at Another Site:

17. Project Evaluation: External Eval. [✓ Internal Eval.] No Eval. Yet

18. Address of Project:
People-To-People Adult Education Program
310 W. Hutchison
San Marcos, Texas 78667
512-392-8124

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Program of Academic Success for Students

2. Contact Person: H. S. Brown 3. Date Program Began: 9/1/86

4. Number of Participants (1986-87): 100 + 5. Age Range Served: 13-19

6. Population(s) Served: Junior High & Senior High Students

7. Program Eligibility Criteria: Academic failure, low self esteem Low achievement test scores.

8. Program Exit Criteria: Promotion to the next grade, graduation

9. Program Type: [✓ Dropout Prevention] [✓ Dropout Recovery] Other

10. Estimated (avg.) # of days participants spend in program: 25 (1 hr sessions)

11. Sponsoring Agency (Fiscal Agent): El Paso ISD

12. Source(s) of Program Funds: Individual school budgets & funds

13. Description of Program Objectives:
To provide additional encouragement and motivation for academically unsuccessful students, in order to reverse the lack of academic success and proceed through high school.

14. Description of the Program and Services Provided:
A concentrated counseling program to assist students develop and correlate goals. Students are assisted in developing a more positive self-image, and a more positive attitude toward school and education. Responsibility and self discipline are stressed. Instruction in study skills, including note taking and test preparation, are included.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:
The greatest success of the program has been the interest that school personnel showed in identifying the at risk students. The students are aware that someone cares and that someone is interested in them and that they are not just faces and numbers.

The usual problems of personnel availability, time and resources were eased when the principals joined in and helped. At each campus, we have counselors, etc. coordinating the program with students and teachers.

16. Special Factors to Consider in Implementing Program at Another Site:
A regular room for meetings and speakers is needed. Additional funds for materials and a special fund to treat the students to a Pizza party at the end of the year as a congratulatory pat on the back.

17. Project Evaluation: External Eval. [✓ Internal Eval.] No Eval. Yet

18. Address of Project:
PASS
6531 Boeing Drive
El Paso, Texas 79925
915-757-0341

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Project Hope

2. Contact Person: Max Newman/Gene Robison 3. Date Program Began: 2/6/87

4. Number of Participants (1986-87): 11 5. Age Range Served: 15-18

6. Population(s) Served: Grades 10-12

7. Program Eligibility Criteria: Referral by Faculty or Self, Kid with problems especially problems at home.

8. Program Exit Criteria:

9. Program Type: Dropout Prevention Dropout Recovery Other

10. Estimated (avg.) # of days participants spend in program: 1 hour per week

11. Sponsoring Agency (Fiscal Agent): Levelland ISD

12. Source(s) of Program Funds: Lubbock Regional MH/MR Center

13. Description of Program Objectives:
To offer activities to kids that have problems as a result of circumstances they cannot control, such as - a parent's problem with alcohol or other drugs, divorce, family financial problems, single parent/no parent families and other unfavorable situations at home. And to combat the normal reactions of withdrawal, misbehavior, use of alcohol or other drugs, development of school problems and the development of physical problems.

14. Description of the Program and Services Provided:
Project HOPE offers small groups of 3-10 members that are scheduled according to age, conducted by trained facilitators. Conjoint family groups are available for parents/guardians. Group members are charged on a sliding fee scale which is based on ability to pay and number of family members. Groups will be involved in activities related to: self-concept, feelings, decisions, defenses, families and friends, chemical dependency; and will include new games, art activities, projects, communication with peers/parents/facilitator, goal setting and evaluation.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:

16. Special Factors to Consider in Implementing Program at Another Site:

17. Project Evaluation: External Eval. Internal Eval. No Eval. Yet

18. Address of Project:
Project HOPE
1400 Hickory
Levelland, Texas 79336

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: School-Community Liaison

2. Contact Person: Bill Perry 3. Date Program Began: 3/72

4. Number of Participants (1986-87): 5. Age Range Served: Grades K-12

6. Population(s) Served: Special emphasis on middle school students.

7. Program Eligibility Criteria: Referral by school administrator or counselor.

8. Program Exit Criteria: None

9. Program Type: [✓ Dropout Prevention] Dropout Recovery Other

10. Estimated (avg.) # of days participants spend in program:

11. Sponsoring Agency (Fiscal Agent): Austin ISD

12. Source(s) of Program Funds: Local

13. Description of Program Objectives:

14. Description of the Program and Services Provided:
Two School-Community Liaison Representatives:
Provide direct assistance to students identified as potential dropouts;
Individual contact with students and group work (e.g. 8-10 high risk students in weekly group sessions);

Active facilitation and support of the Peer Assistance and Leadership (PAL) Project which enables students to serve their peers;

Facilitation and support for student human relations groups and other organizations which work toward improved student interaction; and crisis intervention.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:
N/A

16. Special Factors to Consider in Implementing Program at Another Site:

17. Project Evaluation: External Eval. Internal Eval. [✓ No Eval. Yet]

18. Address of Project:
School-Community Liaison Project
6100 Guadalupe
Austin, Texas 78752

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: S I S - Stay In School

2. Contact Person: Randy Allen

3. Date Program Began: 9/1/84

4. Number of Participants (1986-87): 11

5. Age Range Served: 14-21

6. Population(s) Served: Teen Parents, Students who must work.

7. Program Eligibility Criteria: Habitual absenteeism, Expressed desire to leave school.

8. Program Exit Criteria: Counseling. Principal, parent and superintendent conferences.

9. Program Type: [✓ Dropout Prevention] [✓ Dropout Recovery] Other

10. Estimated (avg.) # of days participants spend in program:

11. Sponsoring Agency (Fiscal Agent): Seagraves ISD

12. Source(s) of Program Funds: Seagraves ISD

13. Description of Program Objectives:
The program is designed to identify potential dropouts and provide an environment that would entice the student to complete his/her education.

14. Description of the Program and Services Provided:
The program offers one-on-one counseling. Visits from armed service recruiters, speakers from various colleges and professions are conducted so that the student is informed of job requirements. The classes stress economics.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:
The drop-out rate has decreased dramatically since the onset of the program and students are aware of their options as opposed to dropping out. An overall school climate has been achieved.
Unfortunately, not all students are convinced and drop-out. Follow-up is used and students are encouraged to re-enroll even if they have been out of school for several years.

16. Special Factors to Consider in Implementing Program at Another Site:
A staff that shows empathy and cares for student problems and will quickly relay information to the counselor or principal when they suspect a drop-out may occur.

17. Project Evaluation: External Eval. [✓ Internal Eval.] No Eval. Yet

18. Address of Project:
Stay In School Program
Box 1505
Seagraves, Texas 79359
806-546-2303

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Stay In School

2. Contact Person: Dr. Bettie Herring 3. Date Program Began: 8/17/87

4. Number of Participants (1986-87): 5. Age Range Served: K-12

6. Population(s) Served: At Risk Students.

7. Program Eligibility Criteria: Class failure, At risk, Below grade level, Failed or not mastered TEAMS.

8. Program Exit Criteria: Graduation or enrollment in another district.

9. Program Type: Dropout Prevention Dropout Recovery Other

10. Estimated (avg.) # of days participants spend in program: Open

11. Sponsoring Agency (Fiscal Agent): Fort Worth ISD

12. Source(s) of Program Funds:

13. Description of Program Objectives:
To increase the high school graduation rate.

14. Description of the Program and Services Provided:
Each school establishes local building level procedures for the identification, intervention and follow-up of at-risk students. Intervention component includes: guidance and counseling, school psychological services, growth center program activities, home-school coordinator services, tutorials, compensatory or remedial programs, McGruff/Project Charley/Cats/Hero/Yo Soy, outside community agencies and other resources. Follow-up includes: review, reporting and tracking.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:

16. Special Factors to Consider in Implementing Program at Another Site:

17. Project Evaluation: External Eval. Internal Eval. No Eval. Yet

18. Address of Project:
Stay In School
3210 West Lancaster
Fort Worth, Texas 76107
817-878-3734

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Students At Risk

2. Contact Person: Donald G. Plumell   3. Date Program Began: 11/6/86

4. Number of Participants (1986-87): 28   5. Age Range Served: 16-18

6. Population(s) Served: Lower socio-economic multi-cultural students.

7. Program Eligibility Criteria: As identified by staff members. Screening Committee.

8. Program Exit Criteria: Not Applicable

9. Program Type: [✓ Dropout Prevention]   Dropout Recovery   Other

10. Estimated (avg.) # of days participants spend in program: Contacted once a week.

11. Sponsoring Agency (Fiscal Agent): Amarillo ISD

12. Source(s) of Program Funds: Local

13. Description of Program Objectives:
The objective of this group is to target potential dropouts and reduce the number of these students who quit school.

14. Description of the Program and Services Provided:
A staff member (teachers, counselors, administrators, nurse and liaison officer) would identify a potential dropout by filling out a referral form which would list the students name and general characteristics. This form would be given to the Screening Committee for review. Parents would also be able to make a referral to a staff member. Based on available information, the Committee would identify the students for whom the greatest potential for success seems likely and make a recommendation for further action. As contacts are made with the student, a record of the contacts would be entered and returned to the Screening Committee so that they may track the progress.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:
We have not solved the problem of tracking at-risk students/teacher contacts at this time.

16. Special Factors to Consider in Implementing Program at Another Site:
Volunteer staff members

17. Project Evaluation: External Eval.   Internal Eval.   [✓ No Eval. Yet]

18. Address of Project:
Students At Risk
1400 N. Grant Street
Amarillo, Texas 79107
806-383-8826

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Suicide Prevention Program

2. Contact Person: Larry Rourke 3. Date Program Began: 9/1/86

4. Number of Participants (1986-87): 500 5. Age Range Served: 5-15

6. Population(s) Served: Students

7. Program Eligibility Criteria: none

8. Program Exit Criteria: none

9. Program Type: Dropout Prevention Dropout Recovery Other

10. Estimated (avg.) # of days participants spend in program: 175

11. Sponsoring Agency (Fiscal Agent): Southside ISD

12. Source(s) of Program Funds: Local

13. Description of Program Objectives:
To provide activities which promote self-esteem. To provide activities to decrease suicide attempts. To provide instruction on how to obtain help. To recruit parents to assist with the WHO Program.

14. Description of the Program and Services Provided:
Three parent volunteers were trained to provide activities that promote self-esteem and discourage students from feeling "alone". These volunteers illustrate the various activities to students and parents at assemblies. Other parents are encouraged to participate.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:
Very positive feedback has been received.
More parents to assist and additional funds to purchase materials and equipment.

16. Special Factors to Consider in Implementing Program at Another Site:
Volunteers and materials

17. Project Evaluation: External Eval. [✓ Internal Eval.] No Eval. Yet

18. Address of Project: Southside ISD Suicide Prevention Programs
1610 Martinez-Losoya Road
San Antonio, Texas 78221
512-626-2346

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Teens Offering Peer Support (T.O.P.S.)

2. Contact Person: Lindsey Long
3. Date Program Began: 10/1/85

4. Number of Participants (1986-87): 200
5. Age Range Served: 12-15

6. Population(s) Served: Students, Parents and Staff.

7. Program Eligibility Criteria: Willingness to attend training sessions and model helping behavior. Selected by peers as a "natural helper".

8. Program Exit Criteria: Transferring or Graduating from school.

9. Program Type: Dropout Prevention Dropout Recovery [✓ Other]

10. Estimated (avg.) # of days participants spend in program: 15-20

11. Sponsoring Agency (Fiscal Agent): Fort Worth ISD - Meadowbrook Middle School

12. Source(s) of Program Funds: Local, Quality funds

13. Description of Program Objectives:
To provide education and training in the areas of drug/alcohol abuse, managing peer pressure and developing better communication skills.
To provide new students with a personal orientation to the school.
To provide support (groups or individually) to students with personal concerns and problems.

14. Description of the Program and Services Provided:
Students trained in the program man the "Rap Room" - a place where students can come to talk with other students about concerns, both academic and personal). Students identify and talk to other students who exhibit signs of trouble; Student refer troubled student to an adult for extended help.
Monthly meetings include education on drugs, peer pressure, self-esteem, etc.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:
Over 100 students voluntarily participate in monthly meetings. Positive feelings toward caring and helping each other. Reduction in discipline problems. Over 75 referrals to drug/alcohol counseling.

A variety of maturity levels provide many different opportunities for participation (helpers, new buddy speakers, etc.)

16. Special Factors to Consider in Implementing Program at Another Site:

17. Project Evaluation: External Eval. Internal Eval. [✓ No Eval. Yet]

18. Address of Project:
Teens Offering Peer Support (T.O.P.S.)
2001 Ederville Road
Fort Worth, Texas 76107
817-536-2808

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: WHO - We Help Ourselves

2. Contact Person: Janet Pozmantier 3. Date Program Began: 9/1/83

4. Number of Participants (1986-87): 40,000 5. Age Range Served: PreK-12

6. Population(s) Served: All Houston ISD Students.

7. Program Eligibility Criteria: Schools requests program from Mental Health Association.

8. Program Exit Criteria: N/A

9. Program Type: Dropout Prevention Dropout Recovery [✓ Other]

10. Estimated (avg.) # of days participants spend in program: 1 class period

11. Sponsoring Agency (Fiscal Agent): Mental Health Association

12. Source(s) of Program Funds: United Way, Hogg Foundation,

13. Description of Program Objectives:
To teach students to recognize abuse, to have a personal plan for avoiding becoming victims and who to tell if they are victimized. Sources of support - parents, teachers and other school personnel also receive training.

14. Description of the Program and Services Provided:
Awareness, refusal skills, resource information.
Dept. of Human Services, Child Welfare, Children's Protective Services, Volunteers in Public Schools, Junior League

15. Specific Successes of the Program/Problems Encountered/Solutions Used:
This is a nationally recognized program that has won many awards. It is the first program of its kind to be adapted district wide in major urban school districts.

No problems - requires district contact to work with agency also support for fund raising.

16. Special Factors to Consider in Implementing Program at Another Site:
Purchase program from Dallas Mental Health Association. Need to receive training. Minimal cost required.

17. Project Evaluation: [✓ External Eval.] [✓ Internal Eval.] No Eval. Yet

18. Address of Project:
WHO - We Help Ourselves
3830 Richmond Avenue
Houston, Texas 77027
713-623-5155

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: WHO (We Help Ourselves)

2. Contact Person: Sylvia Hinojosa   3. Date Program Began: 9/84

4. Number of Participants (1986-87): 4,577 (84-87)   5. Age Range Served: 4-12

6. Population(s) Served: Grades PK-6

7. Program Eligibility Criteria: Enrollment in Edgewood schools whose counselors are trained to present the program.

8. Program Exit Criteria: Potentially, graduation from high school as program is planned to expand to the secondary level.

9. Program Type: Dropout Prevention   Dropout Recovery   [✓ Other]

10. Estimated (avg.) # of days participants spend in program: 2 days per school yr.

11. Sponsoring Agency (Fiscal Agent): Edgewood ISD

12. Source(s) of Program Funds: Mental Health Association in Bexar County

13. Description of Program Objectives:
To alert children to potential dangerous situations that can lead to physical, sexual and emotional abuse. To teach behavioral skills for avoiding and escaping from the potentially abusing situations.

14. Description of the Program and Services Provided:
The Mental Health Association trains school counselors at no charge to the Edgewood ISD. Materials (puppet characters and video tapes) are loaned to the district by either the Mental Health Association or the Region 20 Education Service Center. Video-taped dramas are presented to classes. Segments help students identify dangerous aspects of a situation. Through discussion, action plans are developed for avoiding and/or escaping the situation.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:
Counselors have been trained in the identification of abused children. Referrals to the school counselors and the Department of Human Resources Child Protective Division have increased.

Implementation of other programs in the Edgewood ISD have made it difficult for counselors to attend the 2 day training workshops sponsored by the Mental Health Association. Counselors are being trained a few at a time rather than all at once. Some schools have had the program presented by trained volunteers.

16. Special Factors to Consider in Implementing Program at Another Site:
The Mental Health Association should be contacted for training and/or volunteers. A VHS video tape player and TV monitor are necessary.

17. Project Evaluation: [✓ External Eval.]   Internal Eval.   No Eval. Yet

18. Address of Project:
We Help Ourselves
5358 West Commerce
San Antonio, Texas 78237
512-433-9412

SUPPORT AND SERVICE EMPHASIS PROGRAMS

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DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: "All Stars"

2. Contact Person: Cookie Torres 3. Date Program Began: 3/84

4. Number of Participants (1986-87): 400 5. Age Range Served: 11-18

6. Population(s) Served: High Risk Students. Leadership Qualities.

7. Program Eligibility Criteria: Leadership characteristics. Chosen by Peers and Staff. Leadership and High Risk.

8. Program Exit Criteria: Comply with Positive Leadership Styles.

9. Program Type: [✓ Dropout Prevention] [✓ Dropout Recovery] Other

10. Estimated (avg.) # of days participants spend in program: Twice weekly during year

11. Sponsoring Agency (Fiscal Agent): Pharr-San Juan-Alamo ISD

12. Source(s) of Program Funds: Pharr-San Juan-Alamo ISD

13. Description of Program Objectives:
To provide positive leadership styles established through positive peer pressure. To make students responsible for their own actions. To model positive behaviors, which directly relate to the use or abuse of alcohol, drugs and other disruptive behaviors. To provide goal setting for school and personal life.

14. Description of the Program and Services Provided:
"All Stars" is a leadership program for secondary students. The student groups are chosen by peers and staff. "All Stars" refers to Activities Leadership Laboratories-Students Teaming Around Responsibilities. This program works with the premise of positive peer pressure. Students are involved in goal setting process for both campus and self. As these goals are accomplished new goals are set. The secondary students serve as positive role models for younger students, by making presentations to elementary students. The areas covered are: responsibility for one's own actions, positive leadership styles, modeling positive behaviors.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:
Staff and students have begun to "team" for responsibilities. A complete turn-around has come about by many of the students and staff.

Time element for meetings has been difficult - some schools are meeting during the noon hours, some after or before school or on weekends.

16. Special Factors to Consider in Implementing Program at Another Site:
Money for initial training for school teams (staff & students). Teams should have a good cross section of staff. Students should be chosen by peers.

17. Project Evaluation: External Eval. [✓ Internal Eval.] No Eval. Yet

18. Address of Project:
"All Stars" PSJA ISD
Rt. 1 Box 12
San Juan, Texas 78589
512-787-6447

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Peer Assistance and Leadership

2. Contact Person: Dr. Richard Sutch 3. Date Program Began: 9/1/83

4. Number of Participants (1986-87): 110 5. Age Range Served: 17 & 18

6. Population(s) Served: Students

7. Program Eligibility Criteria: Junior and Senior Students.

8. Program Exit Criteria: Completion of one or more semesters.

9. Program Type: [✓ Dropout Prevention] Dropout Recovery [✓ Other]

10. Estimated (avg.) # of days participants spend in program: 5 days per week

11. Sponsoring Agency (Fiscal Agent): Austin ISD

12. Source(s) of Program Funds: Chapter 2 Formula

13. Description of Program Objectives:
Basic goal of PAL students peer facilitators is to help younger students have a more positive school experience.

14. Description of the Program and Services Provided:
Provides both individual and group peer support. Helps prevent students from dropping out of school. Helps students avoid problems with drug/alcohol abuse. Helps promote more informed and responsible decision making. Promotes improved behavior and attendance. Encourages improvement in academic performance. Helps students deal with loneliness and other problems.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:
During the most recent project year (1986-87), we found 75% to 100% positive responses in such areas as: getting along with others, self-concept, staying out of trouble, improving attendance, making responsible decisions, improving academic performance, feeling more confident about school.

The problem with the program is that it places too much demand on PAL students.

16. Special Factors to Consider in Implementing Program at Another Site:
Need committed teacher/sponsor who wants to lead a PAL course. Classroom. Supporting funds for training of students by professionals in the field, supplies and transportation, extra program support.

17. Project Evaluation: [✓ External Eval.] [✓ Internal Eval.] No Eval. Yet

18. Address of Project:
Peer Assistance Leadership
6100 Guadalupe
Austin, Texas 78752

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Peer Assistance and Leadership (PAL) Program

2. Contact Person: Kenneth Serrano 3. Date Program Began: 9/1/80

4. Number of Participants (1986-87): 159 Peer Helpers 5. Age Range Served: 6-18

6. Population(s) Served: High School

7. Program Eligibility Criteria: High risk students.

8. Program Exit Criteria: None

9. Program Type: [✓ Dropout Prevention] Dropout Recovery [✓ Other]

10. Estimated (avg.) # of days participants spend in program: 18-36 Weeks

11. Sponsoring Agency (Fiscal Agent): Austin ISD and Austin Child Guidance Center

12. Source(s) of Program Funds: Texas Commission on Alcohol and Drug Abuse

13. Description of Program Objectives:
The program trains selected high school students to work as peer facilitators with younger students in order to help these students have a more positive and productive school experience. The high school students receive training in in a number of areas, including communication and listening skills, problem solving, decision making, study skills, group dynamics, drug and alcohol abuse prevention and knowledge of community resources.

14. Description of the Program and Services Provided:
Through both individual and group peer support services, PAL students help to deal with such problems as school dropouts and drug/alcohol abuse by promoting informed and responsible decision-making. In addition, PALs help younger students deal with stress, depression, loneliness, negative peer pressure and other problems facing young people today. PAL Advisory Council (PAC), a volunteer organization of outstanding former PAL students have maintained their involvement and commitment to the program in a number of ways, including assistance with training and orientation, sponsorship of workshops, and working with particularly high risk students in special settings.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:
Among students served by the program, 82% reported that their participation had made them feel more confident about succeeding in school in the future. Among faculty surveyed, 84% reported that the PAL Program was an effective strategy for dropout prevention.
If the program is perceived as one run from the "outside", ill feelings and resentment can negatively affect the program. One solution used is the selection of a teacher/sponsor to teach the course and be responsible for all aspects.

16. Special Factors to Consider in Implementing Program at Another Site:
Selection of time period that allows the maximum effectiveness for reaching other students.

17. Project Evaluation: [✓ External Eval.] [✓ Internal Eval.] No Eval. Yet

18. Address of Project:
Peer Assistance and Leadership (PAL) Program
612 West 6th Street
Austin, Texas 78701
512-476-6015

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: POPS

2. Contact Person: John Abbenante 3. Date Program Began: 10/4/87

4. Number of Participants (1986-87): 1,400 5. Age Range Served: 12-16

6. Population(s) Served: Grades 7 and 8

7. Program Eligibility Criteria: All students.

8. Program Exit Criteria: Completion of 8th Grade and Exit to High School.

9. Program Type: [✓ Dropout Prevention] Dropout Recovery [✓ Other]

10. Estimated (avg.) # of days participants spend in program: Year Long

11. Sponsoring Agency (Fiscal Agent): Mission CISD

12. Source(s) of Program Funds: Local

13. Description of Program Objectives:
Incentives for good attendance. Students at-risk are encouraged to remain in school.

14. Description of the Program and Services Provided:
Teachers are in-serviced on POPS program and book. A POPS calendar is purchased for every classroom. The calendar and bulletin has a positive thought for each day of the year. Students at-risk are encouraged to remain in school and recommended to a sister program - Teens Part-time Work Learning to Print On Shirts. Sponsor of Teens T-Shirts is the Horizon Club of Mission, a community based program. Students learn art work, printing, work on printing machines under their mentor.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:
At least 4 at-risk students, ready to drop out, improved their grades, made a little money, restructured their attitude and either returned to or remained in school.

To solve the problem of identifying at-risk students, we assigned a counselor to work with elementary and junior high school.

16. Special Factors to Consider in Implementing Program at Another Site:
Liaison between school and community.

17. Project Evaluation: External Eval. Internal Eval. [✓ No Eval. Yet]

18. Address of Project:
POPS
1116 Conway
Mission, Texas 78572
512-585-8351 Ext. 370

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Skills for Adolescents

2. Contact Person: Billie Franke   3. Date Program Began: 9/86

4. Number of Participants (1986-87): 38   5. Age Range Served: 12-16

6. Population(s) Served: 8th Grade Students.

7. Program Eligibility Criteria: Any student is eligible. We recruit students who are troubled at home and/or at school.

8. Program Exit Criteria: Completion of one semester of program.

9. Program Type: [✓ Dropout Prevention]   Dropout Recovery   [✓ Other]

10. Estimated (avg.) # of days participants spend in program: 90 days

11. Sponsoring Agency (Fiscal Agent): Austin ISD Dropout Prevention Program

12. Source(s) of Program Funds: Austin ISD Dropout Prevention Program

13. Description of Program Objectives:
    The objectives of the SFA curriculum are to improve student's communication and listening skills, to provide them an opportunity to work on family relationships and peer relationships and to teach them good decision making and problem solving skills.

14. Description of the Program and Services Provided:
    The program is divided into 6 units: Communication Skills, Family Relationships, Peer Relationships, Problem-Solving, Decision-Making, Goal Setting. There are 3 components to the program: Classwork which involves lots of active participation, Parent seminars which keep the parents informed about their child's experiences in the class, and school or community service project.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:
    We have had very good responses to our parent seminars and positive feedback from students and parents. During the 1st semester 90% passed, 2nd 100% passed.

    We had difficulty arranging good meeting times for the parent seminars but found our best turnout was when we met with parents during the school day. We had a 95% turnout for a 3 hour session (8:30-11:30 a.m.) at our meeting last spring. We plan to improve the service learning project component this year.

16. Special Factors to Consider in Implementing Program at Another Site:
    Teachers need to be trained to work with the curriculum. Curriculum guides are only available through Quest International and are presented as a part of the training.

17. Project Evaluation: External Eval.   [✓ Internal Eval.]   No Eval. Yet

18. Address of Project:
    Skills for Adolescents
    6100 Guadalupe
    Austin, Texas 78752
    512-444-2601

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Teaching Decision Making Skills

2. Contact Person: Dr. Barbara Maddox 3. Date Program Began: 9/1/87

4. Number of Participants (1986-87): N/A 5. Age Range Served: 4-20

6. Population(s) Served: PreK-12 Students.

7. Program Eligibility Criteria: All students will participate.

8. Program Exit Criteria: Graduation or Transfer from District.

9. Program Type: [✓ Dropout Prevention] Dropout Recovery Other

10. Estimated (avg.) # of days participants spend in program: 10-20

11. Sponsoring Agency (Fiscal Agent): Randolph Field ISD

12. Source(s) of Program Funds: District Funded

13. Description of Program Objectives:
To provide all students with sufficient skills to make appropriate decisions in life long problems.

14. Description of the Program and Services Provided:
To assist all individuals to develop positive self-concepts and effective human relationships; to better understand current and potential life roles, and to insure greater competency in decision making and problem solving skills. The program is intended to guide the social, emotional and intellectual growth of children so that the need for remediation will be minimized. Students will be provided opportunities to better understand and accept themselves, and learn to assume responsibility for their actions and choices.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:

Not Applicable at this time

16. Special Factors to Consider in Implementing Program at Another Site:
Not yet apparent

17. Project Evaluation: External Eval. Internal Eval. [✓ No Eval. Yet]

18. Address of Project:

Teaching Decision Making Skills
P. O. Box 2217
Universal City, Texas 78148
512-658-4212

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Teens OWN Print Shop

2. Contact Person: Betty Bundy 3. Date Program Began: 1/87

4. Number of Participants (1986-87): 25-30 5. Age Range Served: 12-18

6. Population(s) Served: Junior and High School Students, Predominantly Hispanic.

7. Program Eligibility Criteria: Economically disadvantaged, Referral. Discipline problems.

8. Program Exit Criteria: Complete high school requirements.

9. Program Type: [✓ Dropout Prevention] Dropout Recovery [✓ Other]

10. Estimated (avg.) # of days participants spend in program: 3 days a week

11. Sponsoring Agency (Fiscal Agent): Horizons of Mission Enterprises, Inc.

12. Source(s) of Program Funds: National Ctr. Neighborhood Enterprises, Levi Strauss

13. Description of Program Objectives:
To identify high risk students and involve them in a program that gives them a sense of belonging, along with being able to make a little spending money. The students "own" their silk screening business with part of the money from sales going into a savings account for them. They agree to stay out of trouble, try to maintain good grades and attend school regularly.

14. Description of the Program and Services Provided:
HOME, Inc. is in partnership with the referred students in a model business training program. The students learn skills of silk screen printing, salesmanship, business management, procurement and accounting. They earn spending money, build a fund for post high school training. They are helped to develop good self-esteem. Tutoring and counseling are provided. HOME, Inc. also offers their parents workshops in communication and parenting skills. The students print T-shirts/caps/poster/etc. for athletic teams, businesses, clubs, politicians, etc.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:
Started January 1987 - Youth remodeled a work space/built equipment, learned the skills and were in operation May 1. They are building a reputation in the community for quality silk screening.

The initial start-up period without cash flow created a problem in maintaining interest. We used part of our initial funding to give the youth a very small income. We also provided Saturday breakfasts and an occasional hot dog lunch. We got them public recognition for their efforts.

16. Special Factors to Consider in Implementing Program at Another Site:
You must have a suitable space for the facility, a skilled project director, dedicated volunteers or adequate funding for a staff, funds for equipment.

17. Project Evaluation: External Eval. Internal Eval. [✓ No Eval. Yet]

18. Address of Project:

Teens "Own" Print Shop
1116 Conway
Mission, Texas 78572
512-585-8351 or 581-5515

SUPPORT AND SERVICE EMPHASIS PROGRAMS

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DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Because We Care

2. Contact Person: Marvin Boyd   3. Date Program Began: 9/84

4. Number of Participants (1986-87): 2,780   5. Age Range Served: 14-18

6. Population(s) Served: Middle and High School Students

7. Program Eligibility Criteria: Students must attend one of the selected BWC schools.

8. Program Exit Criteria: N/A

9. Program Type: Dropout Prevention   Dropout Recovery   [✓ Other]

10. Estimated (avg.) # of days participants spend in program: Ongoing

11. Sponsoring Agency (Fiscal Agent): Fort Worth ISD

12. Source(s) of Program Funds: Because We Care, Inc., a private corporation

13. Description of Program Objectives:
Specialists in substance abuse and intervention are placed in a school to seek out students having real or potential substance abuse problems; develop student groups to encourage positive peer pressure; educate and involve staff; educate and involve parents; act as liaison with community agencies; design and implement activities for high-risk students; and counsel students, staff and parents.

14. Description of the Program and Services Provided:
BECAUSE WE CARE (BWC) funds professional specialists to implement substance abuse prevention/intervention programs in one middle school and three high schools. Because We Care, Inc. provides manuals for specialists, training, intervention materials, retreats, special events and staff development.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:
In BWC schools over 40% of the faculty always refer students suspected of substance abuse directly to the BWC Specialist. Most students indicated they received help, returned for follow-up and referred other students to the specialist. Parents are aware of the program and are highly supportive. Students often need counseling for family, personal and school problems that are addressed by a school counselor in cooperation with the BWC Specialist.

16. Special Factors to Consider in Implementing Program at Another Site:
One primary special factor is the necessary funding source for obtaining specialists with proper qualifications.

17. Project Evaluation: [✓ External Eval.]   [✓ Internal Eval.]   No Eval. Yet

18. Address of Project:
Because We Care
3210 West Lancaster
Fort Worth, Texas 76107
817-878-3730

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Crisis Intervention Specialist Program

2. Contact Person: Carmyn Douglas

3. Date Program Began: 9/2/87

4. Number of Participants (1986-87):

5. Age Range Served: Grades 7-12

6. Population(s) Served: At Risk Students

7. Program Eligibility Criteria:

8. Program Exit Criteria:

9. Program Type: Dropout Prevention Dropout Recovery Other

10. Estimated (avg.) # of days participants spend in program: Unknown

11. Sponsoring Agency (Fiscal Agent): Cedar Hill ISD

12. Source(s) of Program Funds: Local

13. Description of Program Objectives:
The program has been created to work exclusively with intervention/preventive aspects of at-risk students and families in the areas of chemical abuse, alcohol abuse, anti-social behavior and related problems. The specialist will work cooperatively with community agencies such as juvenile justice, parent training, hospitals, therapists, etc.

14. Description of the Program and Services Provided:
Coordinate prevention/intervention services for students experiencing drug, alcohol and other concerns/problems. Coordinate training of all employees in the dynamics of chemical abuse and the process of student referral to the intervention specialist. Train all teachers in ways to enhance a child's self-image via daily, on-going methods. Coordinate and further develop "High on Life"-this program is a method of reversing peer pressure and providing assistance with drug/alcohol related problems. Provide parent training/support designed to eliminate anti-social behavior including drug/alcohol related offenses. Implement student support groups.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:

16. Special Factors to Consider in Implementing Program at Another Site:
Facilities, staff, student and parents needs.

17. Project Evaluation: External Eval. Internal Eval. No Eval. Yet

18. Address of Project:
Crisis Intervention Specialist Program
P. O. Box 248
Cedar Hill, Texas 75104
214-291-1581

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Genesis House

2. Contact Person: 3. Date Program Began:

4. Number of Participants (1986-87): 28 5. Age Range Served: 13-17

6. Population(s) Served: Multiple drug abusers.

7. Program Eligibility Criteria: Referrals. Able to function in public school.

8. Program Exit Criteria: Dictated by treatment needs and family situation. 18th Birthday.

9. Program Type: Dropout Prevention Dropout Recovery Other

10. Estimated (avg.) # of days participants spend in program: 6-9 Months

11. Sponsoring Agency (Fiscal Agent): Pampa ISD

12. Source(s) of Program Funds: Agency Fees, Contributions, Grants, Special Projects

13. Description of Program Objectives:
The program is designed to change the adolescent's destructive behavior and substance abuse lifestyle through a highly structured residential program. Youngsters are given an opportunity to set achievable goals that will lead to growth in self-esteem. All clients are involved in both a regular house group nd individual counseling. After the first month, group counseling sessions take place approximately twice a month and individually once a month.

14. Description of the Program and Services Provided:
Home-style residential treatment center with a great deal of community involvement and interaction. All clients attend the local high school and are required to complete at least one semester successfully as a condition of discharge. A work readiness program teaches clients how to relate to employers, dress for work, make job applications, behave in an interview and present themselves and their skills in the best possible manner. The program also offers summer job program, home skills programs and family counseling.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:
Residents undergo screening for drugs only when the house supervisors suspect that drugs are being used.

Youngsters whose parents abuse drugs and/or alcohol are referred to family counseling.

16. Special Factors to Consider in Implementing Program at Another Site:

17. Project Evaluation: External Eval. Internal Eval. No Eval. Yet

18. Address of Project:

Genesis House
321 West Albert Street
Pampa, Texas 79065
806-665-7123

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Human Development Program

2. Contact Person: Sylvia Hinojosa 3. Date Program Began: 9/2/86

4. Number of Participants (1986-87): 2,260 5. Age Range Served: 4-21

6. Population(s) Served: All students and their parents/guardians.

7. Program Eligibility Criteria: Enrollment in school district or parents/guardians of enrolled children.

8. Program Exit Criteria: High School Graduation

9. Program Type: [✓ Dropout Prevention] Dropout Recovery [✓ Other]

10. Estimated (avg.) # of days participants spend in program: 175

11. Sponsoring Agency (Fiscal Agent): Edgewood ISD - San Antonio, Texas

12. Source(s) of Program Funds: Local

13. Description of Program Objectives:
To decrease and eliminate alcohol/substance abuse among students. To increase referrals to counselors relating to alcohol/substance abuse, child/sexual abuse and potential school dropouts. To decrease rate of dropouts. To refer at-risk students to appropriate sources for help. To develop awareness of self and others. To increase self-confidence and self-esteem. To create trust. To develop interpersonal skills. To involve parents.

14. Description of the Program and Services Provided:
Palomares & Associates developed materials and trained teachers in the "Magic Circle" process, where they learn that the affective domain plays in the educational process and they are taught to address the affective level within the curriculum. Referrals of at-risk children as identified through the circle discussions. Parents meet monthly and are taught the Magic Circle process so that home communication is strengthened. Parent training takes place throughout the whole district. In cooperation with the San Antonio Housing Authority, parent training has taken place at the Mirasol and Menchaca Homes as well as in the neighborhood schools.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:
Teachers assumed a positive role in the Guidance Program and they improved their own communication skills. Students felt a sense of importance as they were listened to and as their input in the circle sessions was respected. Teachers had self doubts about introducing and leading the circles; counselors, consultants and administrators went into the classrooms to assist the teachers and follow-up training was provided.

16. Special Factors to Consider in Implementing Program at Another Site:
The basis of the program is the commercial materials and professional training by Palomares and Associates. Use of the materials without training or receiving training and not using the materials would be impractical.

17. Project Evaluation: External Eval. [✓ Internal Eval.] No Eval. Yet

18. Address of Project:
Edgewood ISD Human Development Program
5358 West Commerce
San Antonio, Texas 78237

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Lion's Quest

2. Contact Person: Bill Lawson 3. Date Program Began: 9/1/87

4. Number of Participants (1986-87): 5. Age Range Served:

6. Population(s) Served: Grades 7 & 8

7. Program Eligibility Criteria: All middle school students shall take one semester of Quest (local elective) prior to exit from middle school.

8. Program Exit Criteria: Promotion to ninth grade.

9. Program Type: [✓ Dropout Prevention] Dropout Recovery [✓ Other]

10. Estimated (avg.) # of days participants spend in program: 86

11. Sponsoring Agency (Fiscal Agent): Temple ISD

12. Source(s) of Program Funds: Local chapter of Lions International

13. Description of Program Objectives:
To develop students' self-concepts and decision-making skills to the point that they will be able to make positive, independent decisions to stay in school and avoid all types of substance abuse.

14. Description of the Program and Services Provided:
Quest is a one-semester course directed at seventh and eighth grade students and taught by teachers who have spent three days of intensive training with Lions Quest facilitators. Each class period is pre-planned to include specific agendas and activities using a structured set of materials, texts and workbooks.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:
Successes are unknown at this time; however, reports from school systems having already used Quest indicate a very significant level of success over the short term with long term results not yet unavailable.

16. Special Factors to Consider in Implementing Program at Another Site:

17. Project Evaluation: External Eval. Internal Eval. [✓ No Eval. Yet]

18. Address of Project:
Lions Quest
P. O. Box 788
Temple, Texas 76503
817-778-6721

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Peer Alcohol/Drug Education

2. Contact Person: Marvin Boyd 3. Date Program Began: 12/79

4. Number of Participants (1986-87): 4,850 5. Age Range Served: 12-13

6. Population(s) Served: 7th Grade Students

7. Program Eligibility Criteria: All 7th grade science students.

8. Program Exit Criteria: N/A

9. Program Type: Dropout Prevention Dropout Recovery [✓ Other]

10. Estimated (avg.) # of days participants spend in program: 2 day program

11. Sponsoring Agency (Fiscal Agent): Fort Worth ISD

12. Source(s) of Program Funds: Fort Worth ISD

13. Description of Program Objectives:
The Allied Peer Education Program is a prevention alternative to drug abuse. Its primary objective is to provide the information necessary to allow young people to make informed, responsible choices about the use of drugs during the formative years of adolescence.

14. Description of the Program and Services Provided:
The program centered around students who receive special training in alcohol and other drug abuse prevention. Following the training, the students present a basic unit on alcohol and other drugs in the seventh grade science class.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:
Teachers and students rated the training as "Very Beneficial".
Having high school trainers out for 3 days during one semester was resolved by conducting training for Peer Trainers during the first semester and having them go into the middle schools for their two-day presentation in the spring.

16. Special Factors to Consider in Implementing Program at Another Site:
All Peer Students who are chosen should be models of good behavior. They should be capable also. The work they do in middle school is difficult.

17. Project Evaluation: External Eval. Internal Eval. [✓ No Eval. Yet]

18. Address of Project: Ft. Worth ISD Peer Alcohol/Drug Education
3210 West Lancaster
Fort Worth, Texas 76107
817-336-8311 Ext. 425

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Peer Counseling Program

2. Contact Person: Pat Moore 3. Date Program Began: 1/30/87

4. Number of Participants (1986-87): 138 5. Age Range Served: 8-18

6. Population(s) Served: All Students and PTA Parents.

7. Program Eligibility Criteria: Voluntary, School Referral, Local Law Enforcement Referral.

8. Program Exit Criteria: Complete 5 Program Lessons and Five Follow-up Group Counseling Sessions.

9. Program Type: [✓ Dropout Prevention] [✓ Dropout Recovery] Other

10. Estimated (avg.) # of days participants spend in program: 10-20 days

11. Sponsoring Agency (Fiscal Agent): Decatur ISD

12. Source(s) of Program Funds: Local

13. Description of Program Objectives:
    Provide a drug control program for students. This program helps develop seven basic skills for capable people: (1) identify with viable roll models, (2) identify with and have responsibility for "family" processes, (3) faith in personal resources to solve problems, (4) development of intrapersonal skills, (5) development of interpersonal skills, (6) development of situational skills, and (7) development of judgmental skills.

14. Description of the Program and Services Provided:
    This program offers step-by-step techniques, activities and controls for resolving one's habits and physical reactions.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:
    The program has created an awareness among students about peer pressure, stress and dealing with life's problems.

    The major problem is enough time to adequately instruct all students and parents.

16. Special Factors to Consider in Implementing Program at Another Site:
    About two weeks of training per instructor.

17. Project Evaluation: External Eval. Internal Eval. [✓ No Eval. Yet]

18. Address of Project:
    Decatur ISD Peer Counseling Program
    1201 W. Thompson
    Decatur, Texas 76234
    817-625-2155

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Positive Prevention Program

2. Contact Person: Cookie Torres 3. Date Program Began: 9/1/85

4. Number of Participants (1986-87): All Students 5. Age Range Served: 4-18

6. Population(s) Served: High Risk Children of Substance Abusers.

7. Program Eligibility Criteria: Low Socio-Economic Background, District Students, Referrals.

8. Program Exit Criteria: Exit from School District

9. Program Type: Dropout Prevention Dropout Recovery Other

10. Estimated (avg.) # of days participants spend in program: 2 to 3 days weekly

11. Sponsoring Agency (Fiscal Agent): Pharr-San Juan-Alamo ISD

12. Source(s) of Program Funds: Local and Chapter II

13. Description of Program Objectives:
Program activities include: self-concept and decision making skills, values classification, class presentations and assemblies concerning alcohol, drugs, sexuality, etc. All staff and parents to be trained in these areas. Peer leadership program will be implemented at the secondary school level. Counseling services will be provided for high risk students as well as for those with other specific family and personal problems.

14. Description of the Program and Services Provided:
The program is implemented through regular classroom activities with 1 to 3 activities weekly. Each month there is an assembly, meeting or presentation to students, staff and/or parents. Teachers are monitored and in-service on a weekly basis by program staff.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:
The program has been recognized for its gains in areas of drug information and improved self-esteem. Other districts are using this program as a model for their programs.

The initial processes are always difficult in making staff become believers. In-service/staff development and monitoring proved to be helpful. When teachers see classroom discipline and morale improving, they become more approving and involved.

16. Special Factors to Consider in Implementing Program at Another Site:
Staff development is imperative and curriculum is essential. Administrators must back all efforts of the program structure.

17. Project Evaluation: External Eval. Internal Eval. No Eval. Yet

18. Address of Project:
Positive Prevention Program
Rt. 1 Box 12
San Juan, Texas 78589
512-787-6447

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Student Assistance Program

2. Contact Person: David C. Duty, Ph.D. 3. Date Program Began: 9/86

4. Number of Participants (1986-87): 5. Age Range Served: 14-20+

6. Population(s) Served: Secondary Students

7. Program Eligibility Criteria: Experiencing difficulty in school. Open to assistance.

8. Program Exit Criteria: Formal "exit" not relevant to program.

9. Program Type: [✓ Dropout Prevention] Dropout Recovery Other

10. Estimated (avg.) # of days participants spend in program: N/A

11. Sponsoring Agency (Fiscal Agent): Austin ISD

12. Source(s) of Program Funds: Austin ISD

13. Description of Program Objectives:
To identify students who are experiencing difficulty in school in a wide range of areas (inappropriate expression of hostility, drugs and alcohol, depression , time-management, suicide, etc.). Once identified, a trained core team of school staff members have a conference with the student and the family to discuss the problem, if appropriate, to make referrals and/or develop an intervention plan to assist the student in addressing the problem.

14. Description of the Program and Services Provided:
The Student Assistance Program has been developed with the help of two private treatment centers - Charter Lane Hospital and Faulkner Center. The program identifies students who are not functioning to capacity in school. Once an area of concern has been identified, alternatives are recommended.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:
The reports from the local campuses are positive and encouraging. The program is being implemented in a dozen elementary schools this year.

The need to train staff and finding time to have teachers participate on core teams has been a problem. However, through a number of strategies these needs have been addressed, e.g. scheduling core teams with the same conference period.

16. Special Factors to Consider in Implementing Program at Another Site:
Sound, relevant training. Treat students with dignity. Avoid undue labeling and diagnosis by lay people. Keep program broad-based (not just drugs and alcohol related). People involved on a voluntary basis.

17. Project Evaluation: External Eval. Internal Eval. [✓ No Eval. Yet]

18. Address of Project:
Austin ISD Student Assistance Program
6100 Guadalupe
Austin, Texas 78752
512-458-1351

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Student Assistance Program

2. Contact Person: Larry Mankoff

3. Date Program Began: 3/1/86

4. Number of Participants (1986-87): 245

5. Age Range Served: 12-18

6. Population(s) Served: Students

7. Program Eligibility Criteria: Referrals. Drug policy offense.

8. Program Exit Criteria: No exit criteria

9. Program Type: Dropout Prevention Dropout Recovery [✓ Other]

10. Estimated (avg.) # of days participants spend in program: Throughout year

11. Sponsoring Agency (Fiscal Agent): Denton ISD

12. Source(s) of Program Funds: Local

13. Description of Program Objectives:
Early identification and intervention of drug/alcohol problems. Global symptoms pick up emotional crises as well. The program seeks to identify, intervene and refer to an appropriate counseling service beyond those provided by the District before the problem becomes chronic and hinders the individual's and classroom's learning potential.

14. Description of the Program and Services Provided:
Teachers are instructed through in-service training to identify "behaviors of concern" which might be symptomatic of a broad range of adolescent problems handicapping their education and personal life. The concerned teacher will make a referral to a team in the school whose purpose is to gather and review data on students referred to the program. If there is consistency in the staff observations, the parents are contacted for a conference with the program coordinator.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:
Of the 245 students referred to the program, 61% were drug related, 21% were "other mental health" related, 18% not enough data. 154 assessments and/or interventions with families were completed-37% became successfully involved in out-patient counseling, 28 individuals were admitted into an in-patient program.

Our major problem is the limited staff dedicated to the program.

16. Special Factors to Consider in Implementing Program at Another Site:
Appropriate administrative support, thorough staff training, qualified program coordinator

17. Project Evaluation: External Eval. [✓ Internal Eval.] No Eval. Yet

18. Address of Project:

Student Assistance Program
1205 University Drive
Denton, Texas 76201
817-387-3845

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Student Assistance Program

2. Contact Person: Anthony Williams   3. Date Program Began: 8/1/85

4. Number of Participants (1986-87): 713   5. Age Range Served: 14-20

6. Population(s) Served: Students and Staff

7. Program Eligibility Criteria: Low grades, drug abuse, truancy, low self esteem, crime & violence.

8. Program Exit Criteria: Success in alleviating tendencies

9. Program Type: [✓ Dropout Prevention]   Dropout Recovery   [✓ Other]

10. Estimated (avg.) # of days participants spend in program: As needed

11. Sponsoring Agency (Fiscal Agent):

12. Source(s) of Program Funds: Quality Education Funds

13. Description of Program Objectives:
To resolve or alleviate the problems of insufficient family income, poor attendance, drop outs, teen pregnancy, depression, violence, crime, low grades and drug involvement so that academic success can be realized.

14. Description of the Program and Services Provided:
The program uses an identification system to pinpoint students that exhibit certain observable tendencies. The program director in turn coordinates his services (counseling, home visits, parent conferences, etc.) with community organizations and clubs to help resolve or alleviate tendencies of concern.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:
The program has spawned several new clubs and raised the level of awareness among staff, students and the community. We have administered to an estimated 1,800 students with the entire family involved in many instances.

When the program was implemented there was immediate problems with documentation in the identification process (paperwork). A word of mouth system was employed with all documentation to the Student Assistance Office.

16. Special Factors to Consider in Implementing Program at Another Site:
Adequate salary, support staff, office equipment and office space.

17. Project Evaluation: External Eval.   [✓ Internal Eval.]   No Eval. Yet

18. Address of Project:

Student Assistance Program
1300 Connor
Fort Worth, Texas 76105
817-536-1931

SUPPORT AND SERVICE EMPHASIS PROGRAMS

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DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Active Parenting

2. Contact Person: Jane Westbrook

3. Date Program Began: 3/3/87

4. Number of Participants (1986-87): 19

5. Age Range Served: Adults

6. Population(s) Served: Parents

7. Program Eligibility Criteria: Be a parent or guardian.

8. Program Exit Criteria: Completion of course.

9. Program Type: Dropout Prevention Dropout Recovery [✓ Other]

10. Estimated (avg.) # of days participants spend in program: 6-8 days

11. Sponsoring Agency (Fiscal Agent): Weatherford ISD

12. Source(s) of Program Funds: Tuition paid by participants

13. Description of Program Objectives:
To teach parents communication skills with youth, to provide skills for helping students develop good study/work habits, and to encourage development of discipline techniques.

14. Description of the Program and Services Provided:
"Active Parenting" is a video-based parenting education program which is available from Active Parenting.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:
Positive feedback from participants has precipitated requests for additional program for PTA and Volunteer organizations.

16. Special Factors to Consider in Implementing Program at Another Site:
Special training is required for instructors.

17. Project Evaluation: External Eval. [✓ Internal Eval.] No Eval. Yet

18. Address of Project:
Weatherford ISD Active Parenting
P. O. Drawer N
Weatherford, Texas 76086
817-594-7458

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Chapter 1 - "Better Together"

2. Contact Person: Mrs. Jan Jacob

3. Date Program Began: 7/1/87

4. Number of Participants (1986-87):

5. Age Range Served: Parents

6. Population(s) Served: Parents of Chapter 1 eligible PK-5 students.

7. Program Eligibility Criteria: Economically and educationally disadvantaged.

8. Program Exit Criteria: Score above the 50 NCE on district NRT.

9. Program Type: [✓ Dropout Prevention] Dropout Recovery [✓ Other]

10. Estimated (avg.) # of days participants spend in program: Quarterly, 2 Hr. Sessions

11. Sponsoring Agency (Fiscal Agent): Victoria ISD

12. Source(s) of Program Funds: ECIA, Chapter 1 and locally funded counselors

13. Description of Program Objectives:
To involve parents in ways to build self-concept for their children at home. To communicate with parents the need for regular school attendance and school success. To train parents in ways in which they can become actively involved with their schools such as how to approach a parent/teacher conference.

14. Description of the Program and Services Provided:
Parent Involvement Coordinators work with principals in setting up quarterly parent training sessions at the campus level. These sessions are conducted by certified counselors and focus on ways in which all parents can help their children with school success. A by-product of these sessions is increased comfort with the school setting on the parts of these parents - many of whom never completed school themselves. A monthly parent newsletter, "Better Together", is sent to all parents. The objective of the newsletter is to inform parents about school objectives and to reinforce ways that they can help their children at home.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:
Of the 400 students attending, many from the same family, 60 different parents attended the weekly parent meetings at the campuses. Over 40% of the parents attended all four of the sessions presented. Session evaluations were very positive from all parents.

The only problem with the process was in the notification procedures for all parents, many of these families move so often that mailed notices were not always received.

16. Special Factors to Consider in Implementing Program at Another Site:

17. Project Evaluation: External Eval. [✓ Internal Eval.] No Eval. Yet

18. Address of Project:
"Better Together"
P. O. Box 1759
Victoria, Texas 77901
512-576-3131

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Fail-Safe

2. Contact Person: Marilyn Finer-Collins/Gail Revis 3. Date Program Began: 9/78

4. Number of Participants (1986-87): 190,000 5. Age Range Served: Parents

6. Population(s) Served: Parents of all students enrolled in district.

7. Program Eligibility Criteria: Parent/Guardian of a student enrolled in Houston ISD.

8. Program Exit Criteria: Student's graduation from high school.

9. Program Type: Dropout Prevention Dropout Recovery Other

10. Estimated (avg.) # of days participants spend in program: 2 school visits per year

11. Sponsoring Agency (Fiscal Agent): Houston ISD

12. Source(s) of Program Funds: Local

13. Description of Program Objectives:
To establish shared accountability of both the parent and the teacher for a student's academic performance. To provide basic skills support for a parent to assist their child(ren). To provide ongoing communication concerning student's performance and educational and career planning. To establish a pattern of goal setting for the student, parent and teacher.

14. Description of the Program and Services Provided:
Each school year, two dates are established as Fail-Safe days. On these days, students do not attend school but, their parents do. The school plans activities or school-related topics as well as provides conferencing with the student's teacher(s). New materials are developed for each Fail-Safe on current or long-standing student needs.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:
Fail-Safe is a nationally recognized program. Parent involvement has remained consistently high and the name Fail-Safe has become a recognized entity within our community.

Parents of secondary students originally did not participate at the same level as those of elementary students. Teacher calls to the home, involvement of the parents in the school's plans, local/national advertisement have all worked together to increase secondary parent involvement.

16. Special Factors to Consider in Implementing Program at Another Site:
Commitment of the administration and faculty of a school is mandatory. Well written and designed informational brochures for parents on parenting and current themes as drug awareness have proved helpful.

17. Project Evaluation: External Eval. [✓ Internal Eval.] No Eval. Yet

18. Address of Project:
Fail-Safe
3830 Richmond Avenue
Houston, Texas 77027
713-623-5151

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Home-Based Instruction

2. Contact Person: Benito Rodriguez 3. Date Program Began: 10/6/83

4. Number of Participants (1986-87): 150 5. Age Range Served: 25-40

6. Population(s) Served: Parents of children entering 1st grade.

7. Program Eligibility Criteria: Low socio-economic, monolingual, recent immigrants.

8. Program Exit Criteria: Completion of 10 day training.

9. Program Type: [✓ Dropout Prevention] Dropout Recovery Other

10. Estimated (avg.) # of days participants spend in program: 10 days

11. Sponsoring Agency (Fiscal Agent): El Paso ISD

12. Source(s) of Program Funds: ECIA Chapter I

13. Description of Program Objectives:
To teach eligible parents 161 core concepts (in Spanish or English) from the essential elements for 1st grade. The parents are taught the concepts and how to teach them to their child. HBI is a process by which the probability of a child's failure in 1st grade is significantly diminished. In essence, HBI is the home-based reinforcement of teacher-taught concepts necessary for a child's successful completion of 1st grade requirements.

14. Description of the Program and Services Provided:
The program is implemented during the summer. The class is divided into four learning stations, and each station is directed by one teacher. The teacher instructs a group of eight parents during a 45 minute period. At the end of the morning, each parent has gone through four learning stations, and has been taught a minimum of four concepts per station for a total of 16 concepts per day. Whenever possible, the child of the HBI workshop parent is placed with the same teacher who taught his/her parent. A nursery service is offered at each HBI site for parents with small children.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:
The constant positive feedback from the HBI parents to our program teachers, and from the HBI teachers to their principals, and the totality of their responses, indicate a growing recognition of the value that these people place on the HBI concept.
Some parents who come to our workshop are unable to read or write in Spanish or English. Instead of turning them away, we encourage them to participate and place them next to parents who do read and write to act as their tutors.

16. Special Factors to Consider in Implementing Program at Another Site:
The involvement of parents in the HBI process is of utmost importance; they must be convinced that their participation will enhance their child's academic performance.

17. Project Evaluation: External Eval. Internal Eval. [✓ No Eval. Yet]

18. Address of Project:
El Paso ISD Home-Based Instruction
6531 Boeing Drive
El Paso, Texas 79925
915-779-4319

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Parent Ombudsman Program

2. Contact Person: JoAnne Duncan

3. Date Program Began: 1975

4. Number of Participants (1986-87): 12,690

5. Age Range Served: 5-7

6. Population(s) Served: Students

7. Program Eligibility Criteria: Designated Chapter I eligible.

8. Program Exit Criteria:

9. Program Type: [✓ Dropout Prevention] Dropout Recovery Other

10. Estimated (avg.) # of days participants spend in program: 185

11. Sponsoring Agency (Fiscal Agent): Dallas ISD

12. Source(s) of Program Funds: Chapter I - Federal Funds

13. Description of Program Objectives:

The objectives of the program are to implement the parent and community involvement component of Chapter I services to educationally disadvantaged students, to provide direct services to these students and their families in order to alleviate the negative effects of non-school factors on school attendance and student progress.

14. Description of the Program and Services Provided:

The parent ombudsman collaborate with parents, school personnel and community leaders in organizing workshops in effective parenting and other subjects supportive of student achievement. They utilize referrals to community agencies to alleviate problems which have an adverse effect on student's school attendance and learning.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:

This program has successfully aided in identifying those factors that interfere with school attendance and developed a variety of intervention techniques.

Limiting this program to Chapter I eligible students has presented some problems.

16. Special Factors to Consider in Implementing Program at Another Site:

The staff should be highly trained in parental involvement techniques.

17. Project Evaluation: External Eval. [✓ Internal Eval.] No Eval. Yet

18. Address of Project:

Dallas ISD Parent Ombudsman Program
3700 Ross Avenue
Dallas, Texas 75204
214-421-8550

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: STEP - Students/Teachers/Education/Parents

2. Contact Person: Frank Solis 3. Date Program Began: 3/17/87

4. Number of Participants (1986-87):250 Stu., 87 Par. 5. Age Range Served: 4-10

6. Population(s) Served: Students, Parents

7. Program Eligibility Criteria: Parent or Student, Hispanic or Bilingual.

8. Program Exit Criteria:

9. Program Type: Dropout Prevention Dropout Recovery [✓ Other]

10. Estimated (avg.) # of days participants spend in program: 30 Min.-10 Hrs. Per Week

11. Sponsoring Agency (Fiscal Agent): Raymondville ISD

12. Source(s) of Program Funds: Reader's Digest

13. Description of Program Objectives:
To improve academic performance. To increase parent participation in school. To increase student participation in school. To renew the value attached to education.

14. Description of the Program and Services Provided:
The project has three main thrusts - parent training, incentive activities to increase parent and student participation in school and leadership training for parents to expand their level of participation.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:
Parents become more actively involved in the actual instruction of their children and in school-related activities. The campus has 44% parent participation rate. The parents' presence at school and their interest in academic work focused attention on the value of education.
The incentives provide external motivation to participate in school. We have not entered the phase when the rewards will be removed and it will be be very revealing to observe if the behavior was actually learned.

16. Special Factors to Consider in Implementing Program at Another Site:
Facilities, Funds ($300.00 per month for parent rewards, $200.00 per week to stock store for student rewards), Staff (Parent Trainer, Bilingual).

17. Project Evaluation: External Eval. Internal Eval. [✓ No Eval. Yet]

18. Address of Project:

STEP - Students Teachers Education Parents
One Bearkat Blvd.
Raymondville, Texas 78580
512-689-2471

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: 0-6 Intervention

2. Contact Person: Tommy Horner

3. Date Program Began: 1/2/87

4. Number of Participants (1986-87): 85

5. Age Range Served: 0-26

6. Population(s) Served: Parents of 0-6 Youth

7. Program Eligibility Criteria: Parents of 0-6 year olds who meet low income criteria and have not completed high school.

8. Program Exit Criteria: Receive GED or High School Diploma, Have positive feeling about education. Children reach the age of 6.

9. Program Type: Dropout Prevention Dropout Recovery Other

10. Estimated (avg.) # of days participants spend in program: 1 day a week

11. Sponsoring Agency (Fiscal Agent): Brownwood ISD

12. Source(s) of Program Funds: Federal - ECIA Chapter 2

13. Description of Program Objectives:
The basic goal of this program is to intervene during the early development of pre-school children who are identified as being at-risk in terms of attaining a high school education.
Several agencies have joined together to help each other in: identification of at-risk youth, offering services to these identified individuals, offering free child care and offering transportation to the meeting.

14. Description of the Program and Services Provided:
The following are agencies involved in this program: Region XV Service Center; Small World Development Center; Tex Dept. of Human Resources Social Worker; Tex Dept. of Human Resources Child Protective Service; W.I.C. - Women, Infant & Children; Administrative Assistant Brownwood Brown Company Health Unit; Brownwood Regional Hospital Administrator; Vocational Rehabilitation Counselor; Brown County Extension Agent; Stepping Stones (Private School); Tex Dept. of Mental Health Mental Retardation; Texas Power and Light; Hispanic leaders of the community; Brownwood Housing Authority
The agencies involved have joined together to identify at-risk youth.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:

16. Special Factors to Consider in Implementing Program at Another Site:
The only special need is a staff or volunteer who is concerned about the special needs of this identified population.

17. Project Evaluation: [✓ External Eval.] Internal Eval. No Eval. Yet

18. Address of Project:
Brownwood ISD 0-6 Intervention
P. O. Box 730
Brownwood, Texas 76801
915-643-5644

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DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: B. H. Carroll Center for New Lives

2. Contact Person: Dr. Edith Pewitt 3. Date Program Began: 9/1/72

4. Number of Participants (1986-87): 402 5. Age Range Served: 12-21

6. Population(s) Served: Pregnant and parenting school-age adolescents.

7. Program Eligibility Criteria: Must have statement from physician verifying pregnancy.

8. Program Exit Criteria: Teens can exit program after their 6 weeks medical post-partum check-up or they can remain in program for remainder of that school year.

9. Program Type: [✓ Dropout Prevention] [✓ Dropout Recovery] Other

10. Estimated (avg.) # of days participants spend in program: 105

11. Sponsoring Agency (Fiscal Agent): Fort Worth ISD

12. Source(s) of Program Funds: Private Foundation Grants, Vocational Ed., Special Ed.

13. Description of Program Objectives:
    To assist pregnant and parenting teens to remain in the educational setting during pregnancy and immediately after delivery. To assist pregnant teens to deliver healthy babies. To lessen the trauma associated with pregnancy during teen years. To provide quality special needs care to children of school-age parents.

14. Description of the Program and Services Provided:
    Services provided include: Academic services for students grades 6-12; Day Care Services for children, ages 0-1 year, of teen parents enrolled in the New Lives Program; Social Services including individual, group and family counseling; and Medical services which include two full-time school nurses and a prenatal clinic operated by John Peter Smith Hospital, and held twice weekly. All services are provided on-site at the New Lives Program.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:
    Babies born to teens who attended the New Lives Program have less complications and better health outcomes (i.e. higher APGAR scores). 75% of the seniors who attended the New Lives Program in 1986-87 graduated from high school. To serve more students and house multiple programs, the program was moved to a larger school building. Support programs and services such as day care center, salaries of two social workers, nutritional program, transportation aide and specialized training are funded by the community.

16. Special Factors to Consider in Implementing Program at Another Site:
    Program needs to be school-based and offer medical, social, academic, day care and supportive services through a collaborative effort. Program will require multiple funding and community support.

17. Project Evaluation: [✓ External Eval.] Internal Eval. No Eval. Yet

18. Address of Project:
    B. H. Carroll Center for New Lives
    3210 West Lancaster
    Fort Worth, Texas 76107

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Dropout Prevention

2. Contact Person: Dr. David S. Herrera 3. Date Program Began: 9/1/85

4. Number of Participants (1986-87): 8 5. Age Range Served: 14-21

6. Population(s) Served: Students/Teen-age parents

7. Program Eligibility Criteria: Married or pregnant students. Students who have left school and want to return.

8. Program Exit Criteria: Graduation

9. Program Type: [✓ Dropout Prevention] [✓ Dropout Recovery] Other

10. Estimated (avg.) # of days participants spend in program: 175

11. Sponsoring Agency (Fiscal Agent): Southside ISD - San Antonio, Texas

12. Source(s) of Program Funds: Local

13. Description of Program Objectives:
To encourage dropout students to return to school. To assist married students in remaining in school. To provide programs which encourage students to return to school and enhance their skills to the world of work.

14. Description of the Program and Services Provided:
Married students are assisted and encouraged to remain in school. Various programs are provided. Dropout students are recruited back to school. Their schedules are established to provide success and a smooth transition back to school.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:
Many married students have stayed in school. Several dropout students have returned and are in school today.

The major problem is self-esteem on the part of the students.

16. Special Factors to Consider in Implementing Program at Another Site:
Additional counseling personnel.

17. Project Evaluation: External Eval. [✓ Internal Eval.] No Eval. Yet

18. Address of Project:
Southside ISD Dropout Prevention
1610 Martinez-Losoya Road
San Antonio, Texas 78221

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Judson Parenting Program

2. Contact Person: Mary B. Casper

3. Date Program Began: 8/25/79

4. Number of Participants (1986-87): 35

5. Age Range Served: 17-52

6. Population(s) Served: Parents, including single and teenage parents.

7. Program Eligibility Criteria: Parents, teachers and other interested persons.

8. Program Exit Criteria: None

9. Program Type: [✓ Dropout Prevention] [✓ Dropout Recovery] [✓ Other]

10. Estimated (avg.) # of days participants spend in program: 6 - 7 weeks

11. Sponsoring Agency (Fiscal Agent): Judson ISD

12. Source(s) of Program Funds: Local

13. Description of Program Objectives:
To provide classes and counseling for parents to strengthen parenting techniques and inter-family communications. To foster academic success for pre-kindergarten age children by presenting techniques for enhancing reading successes and home study skills.

14. Description of the Program and Services Provided:
The program offers four parenting courses designed to increase a child's academic achievement to improve his/her behavior and to enhance skills as a parent. Two courses specifically address growth and learning for children from birth to pre-kindergarten; a third course addresses the growth and development of students age 6 to 12; the fourth addresses the developmental issues of the adolescent. The School-Community Guidance Counselor is available for those parents who wish to address a specific, personal concern in an individual session.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:
Evaluations from parent and teacher participants indicate a high degree of practical application of techniques in many interpersonal and educational situations.

    It was determined that developing courses for specific age groups was better received. Very limited participation at the onset of the course was a problem. Now increasing numbers of parents are participating because of increased publicity and word-of-mouth recommendations.

16. Special Factors to Consider in Implementing Program at Another Site:
Centrally located facility with adequate audio-visual equipment and trained parenting instructors.

17. Project Evaluation: External Eval. [✓ Internal Eval.] No Eval. Yet

18. Address of Project:

Judson Parenting Program
P.O.Box 249
Converse, TX 78148
512-658-6251

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Parenthood Infant Development Centers

2. Contact Person: Billie F. Franke 3. Date Program Began:

4. Number of Participants (1986-87): 300 5. Age Range Served:

6. Population(s) Served: Children of students enrolled at three schools.

7. Program Eligibility Criteria: Parents must be on campus for child to stay in centers.

8. Program Exit Criteria:

9. Program Type: [✓ Dropout Prevention] Dropout Recovery Other

10. Estimated (avg.) # of days participants spend in program:

11. Sponsoring Agency (Fiscal Agent): Austin ISD

12. Source(s) of Program Funds: Local

13. Description of Program Objectives:
To provide on-site child care for teen parents at two high schools and at Allen Campus of the Teenage Parent Program (TAPP).

14. Description of the Program and Services Provided:
School financed licensed day care for children of enrolled students; located at two high schools, teenage parents receive automatic transfer when child care is requested; students pay $10.00 per week for child care; parents provide food/diapers for infants; toddler meals/snack provided; operates on school calendar during school hours.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:

16. Special Factors to Consider in Implementing Program at Another Site:

17. Project Evaluation: External Eval. Internal Eval. [✓ No Eval. Yet]

18. Address of Project:

Parenthood Infant Development Centers
6100 Guadalupe
Austin, Texas 78752-4495
512-451-8411

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Project Prevent

2. Contact Person: Marlene Baber 3. Date Program Began: 3/87

4. Number of Participants (1986-87): 5. Age Range Served: K-12

6. Population(s) Served: Grades K-12

7. Program Eligibility Criteria: No criteria

8. Program Exit Criteria: N/A

9. Program Type: [✓ Dropout Prevention] Dropout Recovery [✓ Other]

10. Estimated (avg.) # of days participants spend in program: 3 lessons per week

11. Sponsoring Agency (Fiscal Agent): Eustace ISD

12. Source(s) of Program Funds: LEA

13. Description of Program Objectives:
The program objectives are: the prevention of teenage pregnancy; to assist in the development of decision-making skills, self-responsibility; to provide information regarding awareness of health-related subjects associated with sexual issues in society; development of positive self-concepts. The students are exposed to issues that are ultimately related to teenage pregnancy through a sequenced curriculum.

14. Description of the Program and Services Provided:
A committee consisting of key leaders in the community reviewed the literature relating to teenage pregnancy and dropout rates in the state and the community. This task force consisted of clergy, health agency personnel, educators and students. It was determined that a series of units would be developed that would be appropriate for age and maturation of the students to be taught. These units would be incorporated into the existing curriculum of health and science. Teachers are currently in the process of this development.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:
Everyone involved with the project has been enthusiastic and committed to the philosophy that the school now have a responsibility to address these concerns. They have been eager to lend support to the development of a full curriculum for teaching self-responsibility.

16. Special Factors to Consider in Implementing Program at Another Site:
Gain community support and provide ample time for planning.

17. Project Evaluation: External Eval. Internal Eval. [✓ No Eval. Yet]

18. Address of Project:
Project Prevent
P. O. Box 188
Eustace, Texas 75124
214-425-7131

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: School-Age Parent Center

2. Contact Person: Linda S. Corral 3. Date Program Began: 1975

4. Number of Participants (1986-87): 100 per section 5. Age Range Served: School Age

6. Population(s) Served: Pregnant Teenagers

7. Program Eligibility Criteria: Pregnant. School-Age. Resides in El Paso ISD area.

8. Program Exit Criteria: The student returns to their home school at the end of the semester after delivery.

9. Program Type: [✓ Dropout Prevention] Dropout Recovery [✓ Other]

10. Estimated (avg.) # of days participants spend in program: 3-9 months

11. Sponsoring Agency (Fiscal Agent): El Paso ISD

12. Source(s) of Program Funds: El Paso ISD

13. Description of Program Objectives:
To keep students in school during pregnancy.

14. Description of the Program and Services Provided:
The students are eligible for the same services they would receive if they were to stay at their home campuses.
The YWCA staffs the nursery.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:
There is currently a research project underway to track the graduation and progress of these students.

We are still seeking solutions to these problems: attendance; addressing the fathers; improving self-concept; and follow-up when students return to their home school.

16. Special Factors to Consider in Implementing Program at Another Site:
Facility should be centrally located in school district. Staff and curriculum need to meet state requirements.

17. Project Evaluation: External Eval. Internal Eval. [✓ No Eval. Yet]

18. Address of Project:

School-Age Parent Center
4864 Doniphan
El Paso, Texas 79932
915-581-5445

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Single Parent Program

2. Contact Person: Art Barborak 3. Date Program Began: 10/29/86

4. Number of Participants (1986-87): 17 5. Age Range Served: 14-21

6. Population(s) Served: Pregnant and/or parenting teens.

7. Program Eligibility Criteria: Enrolled in a Vocational Training Course.

8. Program Exit Criteria: High School Graduation

9. Program Type: [✓ Dropout Prevention] [✓ Dropout Recovery] Other

10. Estimated (avg.) # of days participants spend in program: 180

11. Sponsoring Agency (Fiscal Agent): Alvin ISD

12. Source(s) of Program Funds: Federal funds administered by TEA

13. Description of Program Objectives:
To reduce the number of students who drop out of school due to pregnancy and/or child-care related problems. To offer a variety of vocational education options to enable the student to develop marketable skills. To provide quality child care through local established centers. To bring together community organizations and individuals concerned with school-age pregnancy/parenthood.

14. Description of the Program and Services Provided:
Students identified as eligible are contacted by the teacher-coordinator and eligibility/need is determined. With the help of the vocational counselor an appropriate course of vocational study is selected. Day-care is secured for the child and the school is responsible for paying for the service. Students enrolled in a semester child development class taught by the teacher-coordinator. In that class students learn positive parenting techniques and develop a peer support network.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:
Several students have been able to complete their high school education only because of the services provided through this program. Additionally, students' self-esteem seems to increase as they learn that their school and community is concerned with their welfare.

To determine the needs of the students and gain support of the community, we set up an advisory committee comprised of members from the school and the community.

16. Special Factors to Consider in Implementing Program at Another Site:
Commitment to the program by all involved (teacher-coordinator, director, faculty and administration)

17. Project Evaluation: [✓ External Eval.] [✓ Internal Eval.] No Eval. Yet

18. Address of Project:

Single Parent Program
1010 S. Johnson
Alvin, Texas 77511
713-331-8151 Ext. 135

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Stepping Stone-Teenage Parent Council of Austin

2. Contact Person:

3. Date Program Began: 1978

4. Number of Participants (1986-87):

5. Age Range Served: 14-17

6. Population(s) Served: Pregnant Teens or Teenage Parents (Male & Female)

7. Program Eligibility Criteria: Pregnant or teenage parents who are at-risk of dropping out of school.

8. Program Exit Criteria:

9. Program Type: [✓ Dropout Prevention] Dropout Recovery Other

10. Estimated (avg.) # of days participants spend in program:

11. Sponsoring Agency (Fiscal Agent): Teen Parent Council

12. Source(s) of Program Funds: Travis Cty., City of Austin, United Way, DHR, Ewing Halsell Foundation

13. Description of Program Objectives:
Stepping Stone is a dropout prevention program designed to meet the basic needs of pregnant or parenting students in Austin ISD. Our goal is to insure that pregnant and parenting students have the opportunity to complete their education.

14. Description of the Program and Services Provided:
Each student is matched with a skillfully trained adult volunteer (Lay Case Manager) who serves as Case Manager, advocate and role model for the student. The Lay Case Manager provides emotional support and assists the student in finding and effectively utilizing school and community programs.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:

16. Special Factors to Consider in Implementing Program at Another Site:

17. Project Evaluation: External Eval. Internal Eval. [✓ No Eval. Yet]

18. Address of Project:

Stepping Stone-Teenage Parent Council of Austin
2800 Webberville Road #102
Austin, Texas 78702
512-473-8825

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Teenage Parent Program (TAPP)

2. Contact Person: Tina Juarez

3. Date Program Began:

4. Number of Participants (1986-87): 220

5. Age Range Served:

6. Population(s) Served: Pregnant Teens

7. Program Eligibility Criteria: Students may transfer to this program as soon as pregnancy is confirmed by physician.

8. Program Exit Criteria: Students return to home campus at end of grading period following delivery.

9. Program Type: [✓ Dropout Prevention] Dropout Recovery Other

10. Estimated (avg.) # of days participants spend in program:

11. Sponsoring Agency (Fiscal Agent): Austin ISD

12. Source(s) of Program Funds: Local

13. Description of Program Objectives:
To encourage pregnant teens to complete their education. To provide alternative education for pregnant students choosing not to remain on a regular campus.

14. Description of the Program and Services Provided:
TAPP is an alternative education program that encourages students to have good pre-natal care programs. On-site child care is provided after delivery.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:

16. Special Factors to Consider in Implementing Program at Another Site:

17. Project Evaluation: External Eval. Internal Eval. [✓ No Eval. Yet]

18. Address of Project:

Teenage Parent Program (TAPP)
4900 Gonzales
Austin, Texas
512-385-8193

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: YWCA Project Redirection

2. Contact Person: Carol Wilder 3. Date Program Began: 9/1/85

4. Number of Participants (1986-87): 1,090 5. Age Range Served: 12-19

6. Population(s) Served: Teenage Parents

7. Program Eligibility Criteria: Must be a pregnant or parenting teen residing in El Paso County.

8. Program Exit Criteria: Move out of county. Reach 20 years of age. State they are no longer in need of services.

9. Program Type: [✓ Dropout Prevention] [✓ Dropout Recovery] Other

10. Estimated (avg.) # of days participants spend in program: 1-2 years

11. Sponsoring Agency (Fiscal Agent): YWCA

12. Source(s) of Program Funds: Dept. of Human Services, Office of Volunteer Initiativ

13. Description of Program Objectives:
To identify pregnant and parenting teens in the county.
To assist pregnant or parenting teens in obtaining educational, vocational, health and social services necessary to achieve self-sufficiency.
To provide necessary support services to enable teens to make use of community programs.

14. Description of the Program and Services Provided:
Case management services are provided which include assessment of need for service, a plan for service, referral, counseling, monitoring or progress and/or problems, and on-going support. Child care in registered day homes is provided teens who need this service in order to attend a school program. Student bus tickets are provided when needed. A school liaison to the Project is available to teens attending high schools. Peer support meetings are conducted monthly.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:
During 1986-87, 186 teens received a high school diploma. 54 completed the GED and 108 gained employment.

The lack of transportation in rural areas was partially resolved by assisting with programs and services locating in those areas. The problem of communication with a large number of teens was resolved by the development of monthly calendars and newsletter mailed to participants.

16. Special Factors to Consider in Implementing Program at Another Site:

17. Project Evaluation: [✓ External Eval.] Internal Eval. No Eval. Yet

18. Address of Project:
YWCA Project Redirection
1600 N. Brown
El Paso, Texas 79902
915-533-1114

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Truancy Prevention

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DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Attendance Control Center
2. Contact Person: Billy E. Whitworth
3. Date Program Began: 1/1/83
4. Number of Participants (1986-87): 584
5. Age Range Served: 7-16
6. Population(s) Served: Ft. Worth ISD students
7. Program Eligibility Criteria: Truant
8. Program Exit Criteria: Conference with parents, students and school administrators.
9. Program Type: Dropout Prevention Dropout Recovery Other
10. Estimated (avg.) # of days participants spend in program: 1 to 4 Hours
11. Sponsoring Agency (Fiscal Agent): Fort Worth ISD
12. Source(s) of Program Funds: Fort Worth ISD
13. Description of Program Objectives:
    To improve attendance. Council with parents and students concerning attendance problems. Assist in improving communications between home and school concerning students attendance. Refer parents to resource agencies when appropriate.
14. Description of the Program and Services Provided:
    The Attendance Control Center is a joint effort by Ft. Worth ISD and various community agencies to help keep students in school. The center is a convenient and logical place for police officers to transport truants. After a pupil is brought to the center, the counselor will notify the parent and school. In some cases, after counseling with pupil and parent, the counselor will refer them to various community agencies for assistance. The most frequently used agencies are Dept. of Human Resources, Catholic Charities, Spruce Emergency Youth Shelter, Juvenile Probation Department, North Side Neighborhood Center, Ft. Worth Police Dept. Youth Division, Tarrant Council on Alcoholism/Drug Abuse.
15. Specific Successes of the Program/Problems Encountered/Solutions Used:
    Encourages potential dropouts to remain in school and graduate from high school. The reduction of juvenile daytime crime.

    Pupils who are habitual truants have been a problem and the most effective solution has been more parental involvement in the resolution of pupils' attendance problems.
16. Special Factors to Consider in Implementing Program at Another Site:
17. Project Evaluation: External Eval. Internal Eval. [✓ No Eval. Yet]
18. Address of Project:

Attendance Control Center
3210 West Lancaster
Fort Worth, Texas 76107-3091
817-878-3802

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Attendance Investigator

2. Contact Person: Bill Perry

3. Date Program Began:

4. Number of Participants (1986-87): 1,700 +

5. Age Range Served: 7-16

6. Population(s) Served: Grades K-12

7. Program Eligibility Criteria:

8. Program Exit Criteria:

9. Program Type: [✓ Dropout Prevention] Dropout Recovery Other

10. Estimated (avg.) # of days participants spend in program:

11. Sponsoring Agency (Fiscal Agent): Austin ISD

12. Source(s) of Program Funds: Local

13. Description of Program Objectives:
To keep students in school. Enforcement of the Compulsory School Attendance Law.

14. Description of the Program and Services Provided:
Attendance Officers work to keep students in school by providing the following services: Enforcement of the Compulsory School Attendance Law, ensuring the registration of students, investigating cases of non-attendance, proceeding with court action, carrying out orders of the court; Maintaining the integrity of the Desegregation Court Order by verifying parents' domicile for school attendance purposes; and liaison with juvenile court.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:

16. Special Factors to Consider in Implementing Program at Another Site:
Six professional staff personnel

17. Project Evaluation: External Eval. Internal Eval. [✓ No Eval. Yet]

18. Address of Project:
Austin ISD Attendance Investigator
6100 Guadalupe
Austin, Texas 78752
512-483-3128

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Dropout Prevention and Recovery Program

2. Contact Person: Larry Brown

3. Date Program Began: 9/1/72

4. Number of Participants (1986-87): 12

5. Age Range Served: 14-20

6. Population(s) Served: Students with academic and attendance problems.

7. Program Eligibility Criteria: Potential Dropouts. Grade Level. Teen-age pregnancies.

8. Program Exit Criteria: Graduation or withdrawal from school

9. Program Type: [✓ Dropout Prevention] [✓ Dropout Recovery] Other

10. Estimated (avg.) # of days participants spend in program: Varies - up to 3 yrs.

11. Sponsoring Agency (Fiscal Agent): Pleasanton ISD

12. Source(s) of Program Funds: Local

13. Description of Program Objectives:
To improve school attendance for potential dropouts. To improve academic achievement for potential dropouts.

14. Description of the Program and Services Provided:
The purpose of the program is to visit students and parents at home to determine reasons why students do not attend regularly or make satisfactory academic achievements. Follow-up visits are necessary to reinforce student efforts and to determine student achievement at home and school. Community resources are used as needed.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:
Approximately 50% of the students served will stay in school and graduate. Almost all will stay in school longer.

Problems include: poor home environment, lack of parental support, student refusal to participate, pressure from other dropouts and student financial problems.

16. Special Factors to Consider in Implementing Program at Another Site:
Individual making home visits must have the willingness and desire to spend needed time to help underprivileged students. No extra staff, equipment or funds needed.

17. Project Evaluation: External Eval. [✓ Internal Eval.] No Eval. Yet

18. Address of Project:
Dropout Prevention and Recovery Program
831 Stadium Drive
Pleasanton, Texas 78064
512-569-2197

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Garland ISD Truancy Prevention Program

2. Contact Person: James Bryant 3. Date Program Began:

4. Number of Participants (1986-87): 5. Age Range Served: 5-16

6. Population(s) Served: Any Student

7. Program Eligibility Criteria:

8. Program Exit Criteria:

9. Program Type: [✓ Dropout Prevention] [✓ Dropout Recovery] Other

10. Estimated (avg.) # of days participants spend in program:

11. Sponsoring Agency (Fiscal Agent): Garland ISD

12. Source(s) of Program Funds: Garland ISD

13. Description of Program Objectives:
To enforce compulsory attendance. To improve student attendance. to encourage parents to support regular attendance.

14. Description of the Program and Services Provided:
Five attendance administrators are assigned to work with a cluster of schools with concerns about attendance of students with excessive absences. The attendance administrators frequently call on the parents or make written contact with parents of these students. If student's attendance fails to improve they are referred to the Justice of the Peace Court for action.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:
The current Justice of the Peace is very supportive of the Garland ISD truancy program. All students referred to this court must appear with a parent. Most students have no desire to return to this court. They pass the word about their experiences in court to their peers which is also helpful in discouraging truancy.

16. Special Factors to Consider in Implementing Program at Another Site:
It is necessary to have a sufficient number of attendance officers for this program to be successful. Support from the Justice of the Peace is essential.

17. Project Evaluation: External Eval. Internal Eval. [✓ No Eval. Yet]

18. Address of Project:
Garland ISD Truancy Prevention Program
720 Stadium Drive
Garland, Texas 75040
214-276-3377

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Intensive Services Team: A Dropout Prevention Program

2. Contact Person: Delva J. King, Ph.D. 3. Date Program Began: 9/15/86

4. Number of Participants (1986-87): 360 5. Age Range Served: 12-16

6. Population(s) Served: At-Risk Middle School Students

7. Program Eligibility Criteria: Absenteeism, School Failure, Adjustment Problems.

8. Program Exit Criteria: Improved Attendance and Grades. Development of Independent Behavior.

9. Program Type: [✓ Dropout Prevention] Dropout Recovery Other

10. Estimated (avg.) # of days participants spend in program: 90

11. Sponsoring Agency (Fiscal Agent): Dallas ISD

12. Source(s) of Program Funds: Dallas ISD

13. Description of Program Objectives:
To promote improved student attendance, academic achievement, motivation and school climate at the middle school level. The goals are to stimulate a positive change in school climate, focus on early identification and intervention process for potential dropouts, to develop a student-teacher mentoring program and to develop effective mobilization of services to at-risk students.

14. Description of the Program and Services Provided:
The program is based on an "ecological orientation" which focuses on the total life systems of potentially at-risk students. Thus a three member team of psychologists and visiting teachers offered technical, psychological, and social services to the student in the classroom, home and community. The teams provided individual/group counseling, developed teacher-student mentoring, made home visits, set up Family Involvement Groups, tutoring programs, student "buddy systems", etc.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:
Seventy percent of the students made significant improvements in attendance while 30% improved significantly in grades. The school district was so pleased with the program that it funded NINE new positions for the 87-88 school year and the program is included in the district's Middle School Improvement Project.

16. Special Factors to Consider in Implementing Program at Another Site:
Skillfully trained staff members are important to the success of the program as well as strong administrative support.

17. Project Evaluation: External Eval. Internal Eval. [✓ No Eval. Yet]

18. Address of Project:

Intensive Service Team
3700 Ross Avenue Box 15
Dallas, Texas 75204-5491
214-421-8550

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Juvenile Truancy/Discipline Program

2. Contact Person: Edgardo Bueno 3. Date Program Began: 6/1/87

4. Number of Participants (1986-87): 60 5. Age Range Served: 12-17

6. Population(s) Served: Bilingual teenagers

7. Program Eligibility Criteria: Truants, Discipline Cases, Potential Dropouts

8. Program Exit Criteria: Regular attendance at school; well-disciplined in class.

9. Program Type: [✓ Dropout Prevention] Dropout Recovery Other

10. Estimated (avg.) # of days participants spend in program: One Month

11. Sponsoring Agency (Fiscal Agent): Laredo ISD

12. Source(s) of Program Funds: Laredo ISD, Webb County

13. Description of Program Objectives:
To instill self-responsibility and self-discipline. To improve self-esteem and to improve communications of students and parents with school officials. The objectives are achieved through school counselors, school administrators, Justice of the Peace Courts, Juvenile Department and social agencies throughout Webb County.

14. Description of the Program and Services Provided:
Students declared to be truant or discipline cases are carefully scrutinized at the school level. Those students may then be referred to the Justice of the Peace Courts where assignments are made for fines against the parents. Those unable to pay will work at school sites to work off the fine at the same time adhering to the rulings of the court.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:
The success of the program is the realization by students that they can become worthy, contributing citizens of our community and an improvement in their self-esteem.

Some parents are unable to direct their children; counseling has been provided to the parents.

16. Special Factors to Consider in Implementing Program at Another Site:
Several entities can work hand-in-hand by providing counseling or social services to both students and parents.

17. Project Evaluation: External Eval. Internal Eval. [✓ No Eval. Yet]

18. Address of Project:

Juvenile Truancy/Discipline Program
1703 Houston Street
Laredo, Texas 78040
512-727-4401

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Parental Fines and School Attendance

2. Contact Person: Roosevelt Miles 3. Date Program Began: 3/82

4. Number of Participants (1986-87): 5. Age Range Served:

6. Population(s) Served: Truants, Potential Truants, Parents, School Personnel

7. Program Eligibility Criteria:

8. Program Exit Criteria:

9. Program Type: [✓ Dropout Prevention] Dropout Recovery Other

10. Estimated (avg.) # of days participants spend in program:

11. Sponsoring Agency (Fiscal Agent): Houston ISD

12. Source(s) of Program Funds:

13. Description of Program Objectives:
The program is based on the premise that there is a direct relationship between the size of fines levied on parents of truant children and whether or not the child can be controlled.

14. Description of the Program and Services Provided:
Attendance cases heard once a week in open court; parents and truants were advised of the Texas Compulsory Attendance Laws and the consequences of violation. Each family appeared before the judge and was given the opportunity to plead guilty or not guilty. The judge fined each guilty parent $500.00 and collected $25.00, the remaining $475.00 was prorated to be collected only if the irregular attendance continued. Each guilty family was placed under "court order" for the next 90 days. During this time, attendance was closely monitored by the courts, the schools and the attendance department.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:
Before court, 49 students had been absent 66% of the time for a total of 3,691 unexcused absences. After court, these same students missed only 26 days, and 19 of the absences were excused by parents contacting the schools. School reports indicate that these students improved academically.

16. Special Factors to Consider in Implementing Program at Another Site:

17. Project Evaluation: External Eval. Internal Eval. [✓ No Eval. Yet]

18. Address of Project:
Houston ISD
1900 Kane Street
Houston, Texas 77007

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Police/School Truancy Prevention

2. Contact Person: Leon Morgan 3. Date Program Began: 9/2/86

4. Number of Participants (1986-87): 50 5. Age Range Served: 6-16

6. Population(s) Served: Arlington, Texas

7. Program Eligibility Criteria: Number of absences as stated in Juvenile General Order.

8. Program Exit Criteria:

9. Program Type: Dropout Prevention Dropout Recovery [✓ Other]

10. Estimated (avg.) # of days participants spend in program:

11. Sponsoring Agency (Fiscal Agent): Arlington ISD and Arlington Police Dept.

12. Source(s) of Program Funds: Local

13. Description of Program Objectives:
    To reduce juvenile crime and truancy.

14. Description of the Program and Services Provided:
    A school official informs the police department that a student is truant. A police officer takes the juvenile into custody for the offense of truancy following standard detention procedures and established release methods. The officer releases the child to a parent or guardian or in cases of truancy to a school official when authorized by a parent.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:
    The program has helped students to realize that they need an education and cannot continue to walk the streets, attempting to seek employment without an education.

16. Special Factors to Consider in Implementing Program at Another Site:
    Cooperation of the community and other interested organizations.

17. Project Evaluation: External Eval. Internal Eval. [✓ No Eval. Yet]

18. Address of Project:
    Arlington ISD Police/School Truancy Prevention
    1203 West Pioneer Parkway
    Arlington, Texas 76013
    817-460-4611

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Positive Attendance Student Services (PASS)

2. Contact Person: Manuel A. Garcia, Jr. 3. Date Program Began: 9/16/86

4. Number of Participants (1986-87): 56 5. Age Range Served: 12-16

6. Population(s) Served: Junior High Students

7. Program Eligibility Criteria: Determined by school, based on attendance/behavior.

8. Program Exit Criteria: Improvement in attendance/behavior.

9. Program Type: [✓ Dropout Prevention] Dropout Recovery Other

10. Estimated (avg.) # of days participants spend in program: 111

11. Sponsoring Agency (Fiscal Agent): Pharr-San Juan-Alamo ISD

12. Source(s) of Program Funds: Pharr-San Juan-Alamo ISD

13. Description of Program Objectives:
The objective of the program is to reduce the number of at-risk students from dropping out of school, improve their attendance or behavior and provide family interventive counseling as necessary.

14. Description of the Program and Services Provided:
The program provides for a full-time social worker and aide to help students who are either at-risk/chronic attendance or behavior problems at school. Students are screened by a school district Program Liaison Homevisiting teacher. Home visits are made and student progress reports are provided to each student's principal. Student's attendance is monitored on a daily basis in coordination with each student's home campus. Individual and family counseling is provided by staff.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:
The majority of students on the program improve their attendance rate/improve their school and home behavior.

Problem: Many of the students lack transportation for after school or summer activities. Solution: Develop funding resource for a mini-van.

16. Special Factors to Consider in Implementing Program at Another Site:
Coordination between schools/community/parents.

17. Project Evaluation: External Eval. Internal Eval. [✓ No Eval. Yet]

18. Address of Project: Positive Attendance Student Services
1624 North 10th Suite #7
McAllen, Texas 78501
512-682-2557

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Services to Truants and Run-aways (STAR)

2. Contact Person: Jack L. Cameron   3. Date Program Began: 9/1/85

4. Number of Participants (1986-87): 135   5. Age Range Served: 10-17

6. Population(s) Served: Students and Parents

7. Program Eligibility Criteria: Run-away or truancy problems. Resident of Brazoria, Matagorda, Galveston or Chambers Counties.

8. Program Exit Criteria: 6 Months Maximum Services or elimination of truant or run-away behavior.

9. Program Type: [✓ Dropout Prevention] Dropout Recovery [✓ Other]

10. Estimated (avg.) # of days participants spend in program: 35

11. Sponsoring Agency (Fiscal Agent): Youth Services of Brazoria County

12. Source(s) of Program Funds: Texas Dept. of Human Services

13. Description of Program Objectives:
Prevent and/or treat run-away and truant behavior with a primary objective being reduction of juvenile age children having contact with the Juvenile Justice System. A reduction of dropout behavior. Our goals are protection of the child, maintenance of the family unit as much as possible, and elimination of Juvenile Justice System contact.

14. Description of the Program and Services Provided:
This program consists of intensive family therapy, high level contact with the school districts, providing family therapy for students referred by principals, counselors and others in the school. This program makes available dropout prevention programs in the form of video tape presentation and discussion programs to students in special assignment centers and alternative schools.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:
Program has been quite successful in working with truants and run-aways and has recently been expanded to include additional counties.

The major problem has been one of recognition of truancy in the elementary grades. Middle school and high school is too late to effectively address this problem, the treatment must begin in the elementary grades.

16. Special Factors to Consider in Implementing Program at Another Site:
Staff and the program need to work closely with school personnel but not be just another facet of the systems and be able to mediate the alienation of these families and school system.

17. Project Evaluation: [✓ External Eval.] [✓ Internal Eval.] No Eval. Yet

18. Address of Project:
Services to Truants and Run-Aways (STAR)
P. O. Box 1611
Angleton, Texas 77515
409-849-5711 Ext. 1592

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Truancy Follow-up Program

2. Contact Person: C. H. Parsons

3. Date Program Began: 9/1/86

4. Number of Participants (1986-87):

5. Age Range Served: 5-18

6. Population(s) Served: Truant students, habitually absent students

7. Program Eligibility Criteria: Student has four unexcused absences or 10 excused and unexcused combined absences.

8. Program Exit Criteria:

9. Program Type: [✓ Dropout Prevention] Dropout Recovery Other

10. Estimated (avg.) # of days participants spend in program: varies

11. Sponsoring Agency (Fiscal Agent): Hondo ISD

12. Source(s) of Program Funds: Local

13. Description of Program Objectives:
To provide follow-up when students are absent from school. To provide supplies, clothing and program services to keep students in school.

14. Description of the Program and Services Provided:
The District employs a teacher aide. The aide checks with principals on a daily basis to secure a list of absentees. Follow-up is completed on habitual cases using the telephone or home visits.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:
It is not always possible to follow-up the same day because of staff limitations. Additional staff may be employed as necessary.

16. Special Factors to Consider in Implementing Program at Another Site:
Staff person should be able to work with parents as well as students.

17. Project Evaluation: External Eval. Internal Eval. [✓ No Eval. Yet]

18. Address of Project:

Hondo ISD
2608 Avenue H
Hondo, Texas 78861
512-426-3027

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Truancy Prevention Program

2. Contact Person: Isabel Rey/Craig Kipena 3. Date Program Began: 8/19/86

4. Number of Participants (1986-87): 464 5. Age Range Served: 5-16

6. Population(s) Served: Student kindergarten aged through 16 years.

7. Program Eligibility Criteria: Any student with excessive or questionable absences.

8. Program Exit Criteria: Improved attendance and student becoming 17 years of age.

9. Program Type: [✓ Dropout Prevention] Dropout Recovery Other

10. Estimated (avg.) # of days participants spend in program: One year

11. Sponsoring Agency (Fiscal Agent): Midland ISD

12. Source(s) of Program Funds: Local

13. Description of Program Objectives:
To provide leadership and coordination in the enforcement of the compulsory attendance law. To implement plans and improve pupil attendance. To assist the principal in handling problems of child welfare and neglect. To function as liaison between school system, courts, law enforcement offices and the community.

14. Description of the Program and Services Provided:
After referrals are received, the Attendance Officer and Security Supervisor make home visits and meet with the parent(s) to offer positive assistance in order to improve the student's attendance and attitude. Only after the student and parent(s) refuse to work on truancy problems and after various other contacts by the Attendance and Security Officers, will the school consider court action. Also, this office works with and makes referrals to other community agencies (Children's Clinic, Casa de Amigos, DHR - Child Welfare, etc.) and gives students advice and information on benefits of completing education.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:
The problem of paperwork and record-keeping has been solved by putting all referrals on computer. Because of the high number of referrals, we are prioritizing the system. We are still seeking a solution to the excessive number of "excused absences".

16. Special Factors to Consider in Implementing Program at Another Site:
Staff must be dedicated to working with at-risk youth. Activities need to involve students with successful role models who are sensitive and dedicated. Involvement and/or cooperation of the parent(s).

17. Project Evaluation: External Eval. Internal Eval. [✓ No Eval. Yet]

18. Address of Project:

Midland ISD Truancy Prevention Program
702 North N Street
Midland, Texas 79701
915-683-5521

SUPPORT AND SERVICE EMPHASIS PROGRAMS

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School/Business Partnerships

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DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Adopt-A-School Program

2. Contact Person: Wilburn L. McDonald 3. Date Program Began: 1/21/86

4. Number of Participants (1986-87): 9 businesses 5. Age Range Served: N/A

6. Population(s) Served:

7. Program Eligibility Criteria: A willingness on the part of the business to show support for area schools.

8. Program Exit Criteria: Partnership between school and the business exists as long as the relationship is satisfactory.

9. Program Type: Dropout Prevention Dropout Recovery [✓ Other]

10. Estimated (avg.) # of days participants spend in program: A One-Year Program

11. Sponsoring Agency (Fiscal Agent): Gregory-Portland ISD

12. Source(s) of Program Funds: District Funds

13. Description of Program Objectives:
    The program objectives are to provide long-range planning, broad-based support from school personnel and business personnel, written policies, planning sessions, communications and monitoring.

14. Description of the Program and Services Provided:
    The Adopt-A-School Program calls for businesses to adopt a specific program within a school. A one-year contract is signed by the school and the business. The partnership between the school and the business last as long as the relationship is satisfactory between both parties. Arrangements are made to meet together during the year to discuss business trends, resource people, business needs and the educational needs of future employees. No financial demands are made upon members. Businesses that desire to help in the area of finance will do so because they elect to.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:
    The HEB grocery chain provided a $5,000 grant for the purchase of computers and software to enhance instruction in junior high school. This grant allowed the purchase of 5 computers, the school contributed funds for the purchase of specific hardware. This grant enabled the district to set up an individualized program for students, which has helped students experience success. Constant monitoring and communicating with the people involved, people problems can be reduced dramatically.

16. Special Factors to Consider in Implementing Program at Another Site:
    No special equipment is needed. Attitude and a willingness to open up the schools is the first pre-requisite. School districts should assign a person to the program who possesses people skills and a belief in the program.

17. Project Evaluation: External Eval. Internal Eval. [✓ No Eval. Yet]

18. Address of Project:

Adopt-A-School Program
P. O. Box 338
Gregory, Texas 78359
512-643-6566

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Cleburne ISD Adopt-A-School Program

2. Contact Person: Priscilla Bennett 3. Date Program Began: 9/84

4. Number of Participants (1986-87): 36 businesses 5. Age Range Served:

6. Population(s) Served:

7. Program Eligibility Criteria: Willingness to work to improve local educational opportunities.

8. Program Exit Criteria:

9. Program Type: Dropout Prevention Dropout Recovery [✓ Other]

10. Estimated (avg.) # of days participants spend in program: Year-round

11. Sponsoring Agency (Fiscal Agent): Cleburne ISD Community Education

12. Source(s) of Program Funds: Cleburne Chamber of Commerce/Volunteers

13. Description of Program Objectives:
The Adopt-A-School Project is a vehicle through which the business community can become involved in the improvement of the education of our students. The businesses and organizations create experiences, provide support and lend guidance to the Cleburne Public School.

14. Description of the Program and Services Provided:
Adopters have supplied a school with volunteers, tutors, funding for special needs and assistance in particular areas. The Adopters have been used as mentors with individual students identified as at-risk students.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:
The Adopt-A-School Program participated in a Job Fair for high school students. Adopters have presented programs emphasizing the importance of education.

16. Special Factors to Consider in Implementing Program at Another Site:

17. Project Evaluation: [✓ External Eval.] [✓ Internal Eval.] No Eval. Yet

18. Address of Project:

Cleburne ISD, Adopt-A-School Program
103 S. Walnut
Cleburne, Texas 76031
817-645-4373

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: School Business Partnership Program

2. Contact Person: Sylvia Hinojosa or Joe Deosdale 3. Date Program Began: 1983

4. Number of Participants (1986-87): 5. Age Range Served: 14-19

6. Population(s) Served: Edgewood H. S. students with identified career interests.

7. Program Eligibility Criteria: Interest inventories, Counselor interviewing, Enrollment in classes that identify students with career interests.

8. Program Exit Criteria: None

9. Program Type: Dropout Prevention Dropout Recovery [✓ Other]

10. Estimated (avg.) # of days participants spend in program: 1

11. Sponsoring Agency (Fiscal Agent): San Antonio Target 90

12. Source(s) of Program Funds: Edgewood ISD and Datapoint Corps.

13. Description of Program Objectives:
A school is "adopted" by a local business to enhance the quality of public education in the community through collaboration with the private sector. The business then provides services to the school that will promote realistic expectations of the world of work among the students.

14. Description of the Program and Services Provided:
Datapoint provided employees to speak about their careers to high school classrooms, guided tours of the computer manufacturing plant and executive communications building, shadowing situations whereby a student was matched with a Datapoint employee to observe firsthand a typical workday in a career area of interest to the student, annual scholarships, student employment. Also planned but not implemented: a one week business internship for teachers and students, a basic word processing course for teachers, and a $500.00 grant to fund classroom projects.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:
Student interaction with representatives from the business community, four $1,000.00 scholarships awarded for each year the program was in place, current business information was disseminated to students and teachers.

Some difficulty in coordinating services between Datapoint and Edgewood High School - business and school schedules were often at variance. Teachers were not interested enough to complete the survey used for requesting services from the business so counselor assigned activities with teacher input.

16. Special Factors to Consider in Implementing Program at Another Site:

17. Project Evaluation: External Eval. Internal Eval. [✓ No Eval. Yet]

18. Address of Project:
School Business Partnership Program
5358 West Commerce
San Antonio, Texas 78237
512-433-4412

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Volunteer Programs

2. Contact Person: Bill Perry 3. Date Program Began: 1978

4. Number of Participants (1986-87): 4,000 5. Age Range Served:

6. Population(s) Served: K-12 students and members of Austin community.

7. Program Eligibility Criteria:

8. Program Exit Criteria:

9. Program Type: [✓ Dropout Prevention] Dropout Recovery [✓ Other]

10. Estimated (avg.) # of days participants spend in program:

11. Sponsoring Agency (Fiscal Agent): Austin ISD

12. Source(s) of Program Funds: Local

13. Description of Program Objectives:
To increase the utilization of community resources by Austin ISD.
To enrich the school experience of students and provide them with positive adult role models.

14. Description of the Program and Services Provided:
Services include the Volunteers Speakers Bureau, Volunteer Tutors Bureau, "It's Your Future" career-awareness television show, support for multicultural celebrations, career and health care fairs, liaison with the community and sponsorship of the AISD Volunteer Advisory Committee. Volunteer staff are available for consultation with administrators, faculty and parents.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:

16. Special Factors to Consider in Implementing Program at Another Site:
15 Professional, Certified Staff

17. Project Evaluation: External Eval. Internal Eval. [✓ No Eval. Yet]

18. Address of Project:
Austin ISD Volunteer Programs
6100 Guadalupe
Austin, Texas 78752
512-483-3128

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Weslaco ISD Adopt-A-School Mentorship

2. Contact Person: Irma Gonzalez 3. Date Program Began: 9/15/85

4. Number of Participants (1986-87): 12 5. Age Range Served: 16-18

6. Population(s) Served: Sophomores and Juniors.

7. Program Eligibility Criteria: At risk academically-based on grades, Socio-economic level and high interest.

8. Program Exit Criteria: N/A

9. Program Type: [✓ Dropout Prevention] Dropout Recovery Other

10. Estimated (avg.) # of days participants spend in program: 50

11. Sponsoring Agency (Fiscal Agent): Weslaco ISD and Texas A&M University

12. Source(s) of Program Funds: Texas A&M University

13. Description of Program Objectives:
To provide opportunities for students to gain job experiences.

14. Description of the Program and Services Provided:
Texas A&M professionals acted as mentors for students who were given part-time employment.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:
Participants graduated in 1987 and 60% are pre-registered for technical schools or college.

Transportation problems between school and job site. Each student had to meet the conditions of employment it was determined.

16. Special Factors to Consider in Implementing Program at Another Site:
Staff and available community resources. Staff is needed to set up and follow up continually.

17. Project Evaluation: External Eval. [✓ Internal Eval.] No Eval. Yet

18. Address of Project:

Weslaco ISD Adopt-A-School Mentorship
P. O. Box 266
Weslaco, Texas 78596
512-968-1515 Ext. 720

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Youth Entrepreneurial Demonstration Project

2. Contact Person: Jesse Cummings 3. Date Program Began: 5/25/87

4. Number of Participants (1986-87): 12 5. Age Range Served: 17-18

6. Population(s) Served: At Risk Youth.

7. Program Eligibility Criteria: JTPA eligible, Age, At risk.

8. Program Exit Criteria: Students had to complete the work term. A post-test was administered to determine skill achievement.

9. Program Type: [✓ Dropout Prevention] Dropout Recovery Other

10. Estimated (avg.) # of days participants spend in program: 15 Weeks

11. Sponsoring Agency (Fiscal Agent): Fort Worth ISD

12. Source(s) of Program Funds: JTPA

13. Description of Program Objectives:
Students will learn to run a small business, and be motivated to finish their high school education; earn an income while learning entrepreneurial skills, marketing skills, peer group cooperation and demonstrating creativity. Students will leave this program with increased self-esteem and stronger work ethic. This will promote a better citizenship grade and a stronger appreciation for success in school work.

14. Description of the Program and Services Provided:
Students learned entrepreneurial skills while managing a print shop. They designed, printed and marketed their product. They developed personal and public relations skills. Other organizations involved were the Ft. Worth Black Chamber of Commerce, the Polytechnic Heights Business Association, the Poly Main Street Committee, the Fort Worth ISD and various printing companies. These organizations provided support, training, lectures, tours, meetings, materials and equipment.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:
Students were employed for the summer, learned specific skills and responsibilities. Products were produced and revenue was generated. The coordinator felt that the students demonstrated a definite positive attitude change. Several of the students did not want to leave the program.

The coordinator felt that the building and equipment acquisitions were the biggest problems. Also they had to cope with on-going equipment problems.

16. Special Factors to Consider in Implementing Program at Another Site:
The facility needs to be located in a business district. The cost of running the facility and the cost of the equipment are often more than anticipated. At least 2 full-time adults are needed to supervise students.

17. Project Evaluation: External Eval. [✓ Internal Eval.] No Eval. Yet

18. Address of Project:
Youth Entrepreneurial Demonstration Project
3210 West Lancaster
Fort Worth, Texas 76107
817-531-2289

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DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Project Early Options

2. Contact Person: Lynn Edward Ganze 3. Date Program Began: 3-1-86

4. Number of Participants (1986-87): 5. Age Range Served:

6. Population(s) Served: 1st generation college bound disadvantaged/minority students.

7. Program Eligibility Criteria: Interest in preparation for college entrance examination.

8. Program Exit Criteria: None

9. Program Type: [✓ Dropout Prevention] Dropout Recovery Other

10. Estimated (avg.) # of days participants spend in program: Does not apply

11. Sponsoring Agency (Fiscal Agent): Dallas ISD

12. Source(s) of Program Funds: Meadows Foundation Grant

13. Description of Program Objectives:
To increase student participation in college entrance examination. To arrive at early identification of students possessing potential relative to advanced academic pursuits. To expand and enrich Advanced Placement course offerings.

14. Description of the Program and Services Provided:
DISD employees are identified, trained and funded to conduct PSAT/NMSQT study seminars after school prior to the PSAT/NMSQT and SAT test dates. Counselors, department heads and Advanced Placement teachers receive performance data which aids in early identification of students for early and late entry into AP course sequence. AP teachers receive enrichment opportunities. The project offers programmatic support as well as advocacy for students and parents.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:
In the first year of the 3 year project, at 165% increase in participation in the PSAT was observed with negligible decrease in district-wide performance. 44 students were identified as eligible for late entry into AP courses.

Seminar leaders are extremely involved faculty members. Central administration of the Project must assist by advanced preparation and dissemination of materials prior to the seminars.

16. Special Factors to Consider in Implementing Program at Another Site:
Funding, Staffing, Advertising to Community

17. Project Evaluation: External Eval. [✓ Internal Eval.] No Eval. Yet

18. Address of Project:

Project Early Options
3700 Ross Avenue Box 141
Dallas, Texas 75204
214-824-1620 Ext. 453

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Project Excellence

2. Contact Person: Elaine Coronado 3. Date Program Began: 4/11/86

4. Number of Participants (1986-87): 400 5. Age Range Served: 13-19

6. Population(s) Served: City of San Antonio, Hispanic Youth.

7. Program Eligibility Criteria: Any high school Hispanic student.

8. Program Exit Criteria:

9. Program Type: [✓ Dropout Prevention] Dropout Recovery Other

10. Estimated (avg.) # of days participants spend in program: 1

11. Sponsoring Agency (Fiscal Agent): Project Excellence

12. Source(s) of Program Funds: HEB, UT San Antonio, Learning Adventure

13. Description of Program Objectives:
To expose and motivate high school students to the opportunities and benefits of a university career.

14. Description of the Program and Services Provided:
Motivational speakers to inspire students and college representatives to provide information.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:
Conference on 4/11/87: "Hispanics in Higher Education: Our Key to the Future, Our Ticket to Success"

16. Special Factors to Consider in Implementing Program at Another Site:
Well organized and creative staff

17. Project Evaluation: External Eval. Internal Eval. [✓ No Eval. Yet]

18. Address of Project:

Project Excellence
P. O. Box 290305
San Antonio, Texas 78280
512-366-2008

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Project Explore Talent Search

2. Contact Person: Kathy Taylor 3. Date Program Began: 1985

4. Number of Participants (1986-87): 432 5. Age Range Served: 12-27

6. Population(s) Served: Grades 10-12, Out-of-School youth

7. Program Eligibility Criteria: Age, Income, School Records, Referrals from teachers, counselors and agencies.

8. Program Exit Criteria: Enrollment in an educational program.

9. Program Type: [✓ Dropout Prevention] [✓ Dropout Recovery] Other

10. Estimated (avg.) # of days participants spend in program: As long as necessary.

11. Sponsoring Agency (Fiscal Agent): North Texas State University

12. Source(s) of Program Funds: Federal

13. Description of Program Objectives:
To motivate students to complete high school and enter a post-secondary school.

14. Description of the Program and Services Provided:
The program focuses on motivational strategies and career/self-worth guidance and counseling.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:

16. Special Factors to Consider in Implementing Program at Another Site:

17. Project Evaluation: External Eval. [✓ Internal Eval.] No Eval. Yet

18. Address of Project:

Project Explore Talent Search
P. O. Box 13407
Denton, Texas 76203-3407
817-565-2090

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Superintendent's 100 Club

2. Contact Person: B. L. Davis, Ph.D. 3. Date Program Began: 8/5/86

4. Number of Participants (1986-87): 100 5. Age Range Served: 15-18

6. Population(s) Served: Black Teens and Their Parents.

7. Program Eligibility Criteria: Academic desire as determined by their principal.

8. Program Exit Criteria: Graduate

9. Program Type: [✓ Dropout Prevention] Dropout Recovery Other

10. Estimated (avg.) # of days participants spend in program: 4 years

11. Sponsoring Agency (Fiscal Agent): Longview ISD

12. Source(s) of Program Funds: Longview ISD

13. Description of Program Objectives:
To foster academic excellence and leadership. To prepare students for college entrance. To nurture pride in their ethnic heritage. To develop a cadre of positive role models for other minority students.

14. Description of the Program and Services Provided:
Ten minority mentors worked with the students chosen. The mentors were college graduates and community leaders. Activities took place outside school hours and ranged from tutoring to casual outings on weekends. Parents were involved through lectures by outstanding local and national minority speakers on higher expectations and parenting and study skills. Joint social functions for parents and students were arranged. Twice during the year the superintendent met individually with students whose grades had slipped.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:
Virtually all of the students improved their grades and opted to take more challenging courses in 1987-88. They have a better sense of direction and purpose.

16. Special Factors to Consider in Implementing Program at Another Site:

17. Project Evaluation: External Eval. [✓ Internal Eval.] No Eval. Yet

18. Address of Project:

Superintendent's 100 Club
Box 3268
Longview, Texas 75606
214-753-0206

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Upward Bound

2. Contact Person: Dianne Newman 3. Date Program Began: 1980

4. Number of Participants (1986-87): 50 5. Age Range Served: 15-18

6. Population(s) Served: Grades 10-12

7. Program Eligibility Criteria: Age, Income, School Records, Referrals from teachers, counselors and parents.

8. Program Exit Criteria: Completion of High School Requirements, Plans for Post Secondary Program.

9. Program Type: [✓ Dropout Prevention] Dropout Recovery Other

10. Estimated (avg.) # of days participants spend in program: As long as necessary.

11. Sponsoring Agency (Fiscal Agent): North Texas State University

12. Source(s) of Program Funds: Federal

13. Description of Program Objectives:
Program provides motivation and preparation for post secondary education.

14. Description of the Program and Services Provided:
The program focuses on basic academic skills and college prep. Program offers career/self-worth guidance and counseling, tutoring, enrichment, SAT/ACT prep and financial aid counseling. Program utilizes parent outreach and motivational strategies.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:

16. Special Factors to Consider in Implementing Program at Another Site:

17. Project Evaluation: External Eval. [✓ Internal Eval.] No Eval. Yet

18. Address of Project:
Upward Bound
P. O. 13407
Denton, Texas 76203-3407
817-565-2090

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DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Alternative Class for At-Risk Students

2. Contact Person: Charles Koch 3. Date Program Began: 9/1/85

4. Number of Participants (1986-87): 25 5. Age Range Served: 12-19

6. Population(s) Served: Low socio-economic status students.

7. Program Eligibility Criteria: Class failure, disciplinary problems, TEAMS & achievement test failures.

8. Program Exit Criteria: Improved test scores, graduation, improvement in attitude

9. Program Type: Dropout Prevention Dropout Recovery Other

10. Estimated (avg.) # of days participants spend in program: 26 - 180

11. Sponsoring Agency (Fiscal Agent): Ranger ISD

12. Source(s) of Program Funds: Juvenile Justice Act & Ranger ISD

13. Description of Program Objectives:
To teach basic skills in language arts, math, science, social studies and everyday law with major emphasis on behavioral skills needed to be successful in life. To teach goal planning and problem solving skills essential for successful personal, professional and social growth. To provide the student with on opportunity to obtain and feel self worth, self respect and his/her value within society.

14. Description of the Program and Services Provided:
Through testing and counseling we provide each student with a plan of action and then encourage them to change negative attitudes and bad habits into positive attitudes and good habits in their academic and personal lives. We receive assistance and input from the local police department and the juvenile probation department. We also offer GED preparation courses.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:
Students remain or return to school and learn to fit into society and improve their self esteem.
Younger students and high school students in the same room presents problems; however, we make the best of the situation and try not to dwell on the negative and learn from each other.

16. Special Factors to Consider in Implementing Program at Another Site:
Facilities should be large enough so as to provide each student with adequate space". Staff must be strong minded, strong willed, have a sense of humor and be strong disciplinarians.

17. Project Evaluation: External Eval. [✓ Internal Eval.] No Eval. Yet

18. Address of Project:
Alternative Class
Route 3 Box 12D
Ranger, Texas 76470
817-647-5362

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Alternative Education Program

2. Contact Person: Carmyn Douglas 3. Date Program Began: 1/22/85

4. Number of Participants (1986-87): 181 5. Age Range Served: Grades 7-12

6. Population(s) Served: Middle School/High School Students

7. Program Eligibility Criteria: Discipline Management Plan. Referral.

8. Program Exit Criteria: Completion of tasks, self-analysis, plan for responsible behavior and assigned number of days.

9. Program Type: [✓ Dropout Prevention] Dropout Recovery [✓ Other]

10. Estimated (avg.) # of days participants spend in program:

11. Sponsoring Agency (Fiscal Agent): Cedar Hills ISD

12. Source(s) of Program Funds: Local

13. Description of Program Objectives:
The objective of in-school suspension is to provide for the continued education of the student so that the student will learn the self-discipline necessary to function appropriately in the regular classroom.

14. Description of the Program and Services Provided:
In order to help the student improve self-discipline and maintain appropriate classroom behavior, services provided include: a structured environment conducive to successful completion of instructional activities; a self-evaluation instrument designed for student behavior analysis and student goal setting; and individual counseling.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:
After release from the program, many of the students have been consistently well behaved and have never returned to the office for discipline infractions.

Some teachers tire of writing assignment sheets for AEP students. Procedures that help somewhat include support from campus administrators regarding AEP assignment procedures and the requirements/monitoring that AEP students complete all assignments satisfactorily.

16. Special Factors to Consider in Implementing Program at Another Site:
Facilities, Counseling Service/Support Services, Materials and Equipment

17. Project Evaluation: External Eval. Internal Eval. [✓ No Eval. Yet]

18. Address of Project:
Alternative Education Programs
P. O. Box 248
Cedar Hill, Texas 75104
214-291-1581

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Alternative School

2. Contact Person: Eddie Rendon 3. Date Program Began: 9/1/87

4. Number of Participants (1986-87): 137 5. Age Range Served: 12-19

6. Population(s) Served: Grades 6-12

7. Program Eligibility Criteria: Discipline problems. Drug/Alcohol violations. Assigned by principal.

8. Program Exit Criteria: Good behavior. Ready to attend home campus.

9. Program Type: [✓ Dropout Prevention] Dropout Recovery [✓ Other]

10. Estimated (avg.) # of days participants spend in program: 30

11. Sponsoring Agency (Fiscal Agent): Victoria ISD

12. Source(s) of Program Funds: Chapter 2

13. Description of Program Objectives:
To remove students from their home campus for disruptive behavior. To modify their behavior. To provide counseling and smaller teacher/pupil ratio.

14. Description of the Program and Services Provided:
A counselor visits students assigned because of drug/alcohol violations.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:
We believe some students were prevented from dropping out or being expelled. To alleviate overcrowding, we are establishing better on-campus suspension classrooms this year.

Because individualization of instruction was difficult, we will be using CAI this year.

16. Special Factors to Consider in Implementing Program at Another Site:

17. Project Evaluation: External Eval. [✓ Internal Eval.] No Eval. Yet

18. Address of Project:
Alternative School
P. O. Box 1759
Victoria, Texas 77902
512-576-3131

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Individualized Guidance/Study Center

2. Contact Person: Tom Hill 3. Date Program Began: 9/1/83

4. Number of Participants (1986-87): 5. Age Range Served: 14-18

6. Population(s) Served: Students

7. Program Eligibility Criteria: Discipline and Truancy Problems.

8. Program Exit Criteria: Completion of Obligation and Assignments.

9. Program Type: [✓ Dropout Prevention] Dropout Recovery Other

10. Estimated (avg.) # of days participants spend in program: 3 days per assignment

11. Sponsoring Agency (Fiscal Agent): Alvin ISD

12. Source(s) of Program Funds: Local

13. Description of Program Objectives:
To provide continuity to the student's educational program and an alternative to home suspension.

14. Description of the Program and Services Provided:
Math, English, Social Studies and Science teachers have been assigned to the program for one period each school day. Their primary function is to provide subject area instruction to students who are most likely to drop out or be expelled. Prior to the reception on full term students, these teachers provide tutorial service every day during their designated period to students assigned to the program. The program and the school day is individualized for each student.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:

16. Special Factors to Consider in Implementing Program at Another Site:

17. Project Evaluation: External Eval. [✓ Internal Eval.] No Eval. Yet

18. Address of Project:
Individualized Guidance/Study Center
802 S. Johnson
Alvin, Texas 77511

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: MAP - Midway Academic Program

2. Contact Person: Mitchell C. Ferguson 3. Date Program Began: 1985

4. Number of Participants (1986-87): 5. Age Range Served: 12-20

6. Population(s) Served: Grades 7-12

7. Program Eligibility Criteria: Absenteeism. Class Failure. Referrals. Scores on Standardized Tests.

8. Program Exit Criteria:

9. Program Type: [✓ Dropout Prevention] Dropout Recovery Other

10. Estimated (avg.) # of days participants spend in program: As long as necessary

11. Sponsoring Agency (Fiscal Agent): Socorro ISD

12. Source(s) of Program Funds: State Compensatory

13. Description of Program Objectives:
An in-school alternative to out-of-school removal of students. The program aims to reduce out-of-school removals, help students develop self-discipline and meet the educational needs of problem students.

14. Description of the Program and Services Provided:
The program stresses basic academic skills, GED preparation, job skills and the improvement of student motivation and self-image. The program provides participants with teacher and peer tutoring, job training, counseling, remediation and various in-service activities.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:

16. Special Factors to Consider in Implementing Program at Another Site:

17. Project Evaluation: External Eval. Internal Eval. [✓ No Eval. Yet]

18. Address of Project:

MAP - Midway Academic Program
12300 Eastlake Drive
El Paso, Texas 79927
915-858-0912

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: On-Campus Alternative Education Program

2. Contact Person: Dr. Ruby Morris 3. Date Program Began: 9/84

4. Number of Participants (1986-87): 18,481 5. Age Range Served: 12-18

6. Population(s) Served: Secondary Students

7. Program Eligibility Criteria: Placed by administrator as a result of a disciplinary hearing.

8. Program Exit Criteria: Completion of assigned number of days. Early dismissal/extension by teacher.

9. Program Type: [✓ Dropout Prevention] Dropout Recovery Other

10. Estimated (avg.) # of days participants spend in program: 3 days

11. Sponsoring Agency (Fiscal Agent): Dallas ISD

12. Source(s) of Program Funds: Dallas ISD, Criminal Justice Grant

13. Description of Program Objectives:
The objective of the On-Campus Alternative Education Program is to provide a continuous education program with appropriate intervention strategies designed to keep students in school and to reduce juvenile delinquency drop-outs, expulsions, push-outs and truancy.

14. Description of the Program and Services Provided:
A student placed in the program will continue their academic program assignments from their regular teacher to the extent possible. Appropriate counseling and intervention techniques are incorporated into the daily schedule to help change the disruptive behavior patterns that cause obstacles in the student's potential social and academic progress. The teacher provides individual and tutorial instruction to each student and direct supervision throughout the student's term of placement. Parent contact, appropriate referrals to in-district and out-of-district youth serving agencies, and follow-up are components of the in-house program.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:
The recitivism rate of students returning to the program a second time is 15% and a third time only 6%. On the follow-up study of 2,214 students, 39% showed improvement in school attendance, 31% in improved school performance, 48% in improved school behavior and attitude.

16. Special Factors to Consider in Implementing Program at Another Site:
The program is designed to be a rehabilitative one, not a punitive setting. Teachers should be selected on the basis of their ability to work successfully with at-risk students.

17. Project Evaluation: External Eval. [✓ Internal Eval.] No Eval. Yet

18. Address of Project:

On-Campus Alternative Program
3700 Ross Avenue Box 15
Dallas, Texas 75204
214-824-1620

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Project ASSIST

2. Contact Person: LaVonne Rogers 3. Date Program Began: 10/83

4. Number of Participants (1986-87): 454 5. Age Range Served: 8-13

6. Population(s) Served: Students

7. Program Eligibility Criteria: Schools chosen that have a high incidence of discipline problems.

8. Program Exit Criteria:

9. Program Type: [✓ Dropout Prevention] Dropout Recovery Other

10. Estimated (avg.) # of days participants spend in program:

11. Sponsoring Agency (Fiscal Agent): Austin ISD

12. Source(s) of Program Funds: ECIA Chapter 2

13. Description of Program Objectives:
The program provides targeted schools with an Educational Assistant whose objective is to keep disruptive students in school and learning rather than sending them home.

14. Description of the Program and Services Provided:
The concept of the program is based on an approach to discipline called reality therapy, which stresses the importance of teaching students to accept responsibility for their own behavior. Teachers and educational assistants are trained in the use of reality therapy. Evaluations indicate the the program is a viable alternative for dealing with discipline problems, thus reducing the schools' dependence on the disciplinary actions of out-of-school suspensions and corporal punishment. The key factor is to keep students in school and learning at an early age.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:
The total number of discipline actions has declined dramatically since the implementation of Project ASSIST.

The greatest problem encountered was teacher resistance to the new program. Many were reluctant to take the time to plan with students for behavior changes. Intensive staff training and strong principal leadership appears to have resolved the problem.

16. Special Factors to Consider in Implementing Program at Another Site:
An essential factor in the implementation of the program is staff development for the entire project school staff.

17. Project Evaluation: External Eval. [✓ Internal Eval.] No Eval. Yet

18. Address of Project:

Project ASSIST
6100 Guadalupe
Austin, Texas 78752
512-458-1291

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Student Adjustment Center

2. Contact Person: Sandra Gray 3. Date Program Began: 9/16/80

4. Number of Participants (1986-87): 444 5. Age Range Served: 11-19

6. Population(s) Served: Students having problems.

7. Program Eligibility Criteria: Students breaking school rules.

8. Program Exit Criteria: Must serve days for each infraction

9. Program Type: [✓ Dropout Prevention] Dropout Recovery [✓ Other]

10. Estimated (avg.) # of days participants spend in program: 3 - 10 days

11. Sponsoring Agency (Fiscal Agent): San Angelo ISD

12. Source(s) of Program Funds: State Funds

13. Description of Program Objectives:
The center is "another step in due process". It was begun to prevent short-term and long-term suspensions.

14. Description of the Program and Services Provided:
Students are expected to complete all assignments sent by classroom teachers. Two certified teachers are on staff to assist students with their assignments. This is an alternative setting.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:
Keeping students in school in lieu of expulsion. Our counselors do make a difference in some students. Referrals are also made.
Students with drug abuse problems or insubordination problems are referred to a counselor.

16. Special Factors to Consider in Implementing Program at Another Site:
Certified teachers, Director, Staff as supported by local law enforcement agency

17. Project Evaluation: [✓ External Eval.] [✓ Internal Eval.] No Eval. Yet

18. Address of Project:
Student Adjustment Center
300 West 8th
San Angelo, Texas 76903
915-942-6767 Ext. 3209-10

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DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Alternative Education Placement Center

2. Contact Person: William V. Haefling 3. Date Program Began: 9/2/86

4. Number of Participants (1986-87): 110 5. Age Range Served: 12-17

6. Population(s) Served: Grades 6-12

7. Program Eligibility Criteria: Serious/persistent misbehavior.

8. Program Exit Criteria: Successful completion of minimal behavioral and academic standards.

9. Program Type: [✓ Dropout Prevention] Dropout Recovery Other

10. Estimated (avg.) # of days participants spend in program: 6 Weeks

11. Sponsoring Agency (Fiscal Agent): Aldine ISD

12. Source(s) of Program Funds: General Revenue

13. Description of Program Objectives:
The Center works with each student to develop the necessary academic and social skills to be successful when a student returns to his/her campus. The students are expected to act in a responsible manner and make good decisions in their daily activities. The student's self concept hopefully improves as success is achieved in daily activities.

14. Description of the Program and Services Provided:
The Center is served by an administrator, four certified teachers and a network of district counselors who work with an individual class each week. In addition, another administrator and counselor work closely with the program.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:
Eighty-one students were successful and returned to their home campuses. The majority of the discipline problems were the result of the open area between the Science and Math classes - a wall has been constructed to separate these areas.

The problem of lack of counseling services was solved by forming a network of counselors to serve the needs of these students on a weekly basis.

16. Special Factors to Consider in Implementing Program at Another Site:
Selection of the faculty is most important - excellent classroom management skills coupled with daily preparation is a must.

17. Project Evaluation: External Eval. [✓ Internal Eval.] No Eval. Yet

18. Address of Project:
Alternative Education Placement Center
1910 W. Little York
Houston, Texas 77091
713-447-6321

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Alternative Education Program (AEP)

2. Contact Person: Charles Carlson 3. Date Program Began: 9/86

4. Number of Participants (1986-87): 11 5. Age Range Served: 12-17

6. Population(s) Served: Junior and High School Students

7. Program Eligibility Criteria: Referred by principal.

8. Program Exit Criteria: Successfully followed plan set forth at time of entrance.

9. Program Type: Dropout Prevention Dropout Recovery Other

10. Estimated (avg.) # of days participants spend in program: 30

11. Sponsoring Agency (Fiscal Agent): Hondo ISD

12. Source(s) of Program Funds: State Compensatory

13. Description of Program Objectives:
To provide an alternative location for students who have serious discipline problems and who cannot be on the regular campus for a specified time.

14. Description of the Program and Services Provided:
Provide educational services for students based upon their individual needs.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:
The program gives students a chance to correct their behavior and return to the regular campus. Eight out of eleven students in the program returned to the regular campus.

Finding a qualified teacher to manage the instructional and disciplinary processes of the program is one of the problems encountered.

16. Special Factors to Consider in Implementing Program at Another Site:
A site close to the regular campus is important. Also, it takes a special teacher to manage such a program.

17. Project Evaluation: External Eval. Internal Eval. No Eval. Yet

18. Address of Project:
Alternative Education Program (AEP)
2608 Avenue H
Hondo, Texas 78861
512-426-3341

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Alternative Learning Center

2. Contact Person: Sharon McClelland 3. Date Program Began: 9/2/86

4. Number of Participants (1986-87): 50 5. Age Range Served: 12-19

6. Population(s) Served: Junior and Senior High Students

7. Program Eligibility Criteria: At-Risk Students.
Students who have problems coping.

8. Program Exit Criteria: Meeting behavior and academic standards.

9. Program Type: [✓ Dropout Prevention] Dropout Recovery [✓ Other]

10. Estimated (avg.) # of days participants spend in program: 3

11. Sponsoring Agency (Fiscal Agent): Liberty ISD

12. Source(s) of Program Funds: Local

13. Description of Program Objectives:
To provide an alternative classroom situation for students who have difficulty behavior-wise and pressure-wise in the regular classroom.
To provide an alternative academic framework for at-risk students.

14. Description of the Program and Services Provided:
The students are counseled by the home campus counselor as to how the Center may meet the individual student's need. The teacher assigned to the Center ensures that the student progresses academically by providing one-on-one instruction and ample time to complete the assignments and projects. The students are placed in the Center after careful consideration of other alternative means of discipline management and/or classroom

15. Specific Successes of the Program/Problems Encountered/Solutions Used:
The program kept several high school students in school who otherwise would have dropped out.

We found that having the Center on a specific campus was not the best arrangement since the students were still aable to intermingle with other students during lunch, etc. We have since relocated the Center away from all campuses to the Central Administration Building to re-evaluate the program.

16. Special Factors to Consider in Implementing Program at Another Site.

17. Evaluation of this Project: External Evalu. [✓ Internal Evalu.] No Evalu. Yet

18. Address of Project:
Alternative Learning Center
1600 Grand
Liberty, Texas 77575
409-336-7215

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Alternative School

2. Contact Person: Adrian Gasperson 3. Date Program Began: 8/25/78

4. Number of Participants (1986-87): 150 5. Age Range Served: 13-18

6. Population(s) Served: Grades 7-12

7. Program Eligibility Criteria: Referred for disciplinary reasons.

8. Program Exit Criteria: Return to regular class. GED requirements. Fulfill assigned days.

9. Program Type: Dropout Prevention Dropout Recovery Other

10. Estimated (avg.) # of days participants spend in program: 10 - 1 semester

11. Sponsoring Agency (Fiscal Agent): Marshall ISD

12. Source(s) of Program Funds: Local, Chapter II

13. Description of Program Objectives:
To prevent dropouts and serve students who have already dropped out. To facilitate discipline management system. To offer an alternative to regular school program. To assist students in obtaining GED and/or return to high school to graduate.

14. Description of the Program and Services Provided:

15. Specific Successes of the Program/Problems Encountered/Solutions Used:
Several students return to regular school and graduate or get GED and begin work. Students alter behavior.

The problems are that the same students are referred to the program over and over. There are some students who are poorly motivated and some who drop out regardless.

16. Special Factors to Consider in Implementing Program at Another Site:
Staff is important - must be committed to helping problem youth and be able to work closely with them. Must work closely with law enforcement agencies.

17. Project Evaluation: External Eval. Internal Eval. No Eval. Yet

18. Address of Project:
Alternative School
1200 Evans Street
Marshall, Texas 75670
214-938-3131

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Brownsville ISD Pre-Delinquent Program

2. Contact Person: Arturo A. McDonald 3. Date Program Began: 6/14/86

4. Number of Participants (1986-87): 33 5. Age Range Served: 16-18

6. Population(s) Served: At-Risk Pre-Delinquent Youth.

7. Program Eligibility Criteria: Law violation. Committed a crime.

8. Program Exit Criteria: GED. Return to school. Drivers License. Pre-employment/work maturity competencies.

9. Program Type: [✓ Dropout Prevention] [✓ Dropout Recovery] Other

10. Estimated (avg.) # of days participants spend in program: 6 months

11. Sponsoring Agency (Fiscal Agent): Brownsville ISD

12. Source(s) of Program Funds: JTPA, Private Industry Council

13. Description of Program Objectives:
The major program objectives are: classroom instruction using APL curriculum to acquire a GED certificate; instruction in Pre-Employment/Work Maturity Competencies, obtaining experience working in a real job in the public sector for up to 20 hours/week; acquisition of a valid Texas driver's license.

14. Description of the Program and Services Provided:
The Pre-Delinquent Youth Classroom/Work Experience Program is designed to assist at-risk pre-delinquent youth to obtain their GED certificates and to gain actual work experience. Additionally, students receive instruction in Pre-Employment/Work Maturity Youth Competencies and are given an opportunity to acquire a valid Texas driver's license.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:
Twelve participants received GED Certificates, 28 received Pre-Employment/Work Maturity Competencies, 27 received valid Texas Driver's Licenses, 7 students returned to school or entered unsubsidized employment.

At first, referrals to the program were slow due to the delicacy of the information required from participants. By working closely with the appropriate authorities and school districts, referrals began to develop.

16. Special Factors to Consider in Implementing Program at Another Site:
Close coordination with school districts and youth authorities, Students respond more effectively when a combination of actual employment experience and classroom instruction is utilized.

17. Project Evaluation: [✓ External Eval.] [✓ Internal Eval.] No Eval. Yet

18. Address of Project:
Brownsville ISD Pre-Delinquent Program
1625 Price Road
Brownsville, Texas 78520
512-546-2433

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Education for Juveniles in Detention

2. Contact Person: Jim Sikes 3. Date Program Began: 5/1/87

4. Number of Participants (1986-87): 40 per month 5. Age Range Served: 10-16

6. Population(s) Served: School age youth charged with a crime.

7. Program Eligibility Criteria: Charged with a crime.

8. Program Exit Criteria: Student dismissed by court or sentenced to state detention center.

9. Program Type: Dropout Prevention Dropout Recovery Other

10. Estimated (avg.) # of days participants spend in program: 10

11. Sponsoring Agency (Fiscal Agent): El Paso ISD

12. Source(s) of Program Funds: Compensatory Education

13. Description of Program Objectives:
To provide education to students in a juvenile detention facility.

14. Description of the Program and Services Provided:
This program exists in order to continue education services to students assigned by the courts to the detention facility. It meets the legal requirements for continuing a student's education. Individualized instruction is provided in the best manner possible under the circumstances.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:
Successes are unknown as the student's stay in the facility is too short. Because of their short stay in the program, students are not interested in education.

16. Special Factors to Consider in Implementing Program at Another Site:

17. Project Evaluation: External Eval. Internal Eval. No Eval. Yet

18. Address of Project:
Education for Juveniles in Detention
6531 Boeing Drive
El Paso, Texas 79925
915-779-4074

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: El Paso County Community Guidance Program

2. Contact Person: Rudy Hernandez 3. Date Program Began: 3/84

4. Number of Participants (1986-87): 462 5. Age Range Served: 12-21

6. Population(s) Served: Students who have chronically misbehaved.

7. Program Eligibility Criteria: Placement via District's discipline management.

8. Program Exit Criteria: Successful completion of assignments, good attendance.

9. Program Type: [✓ Dropout Prevention] Dropout Recovery Other

10. Estimated (avg.) # of days participants spend in program: 22

11. Sponsoring Agency (Fiscal Agent): Ysleta ISD

12. Source(s) of Program Funds: State, Criminal Justice Grant, Community Guidance Gr

13. Description of Program Objectives:
Establish alternative education program which has an academic program to assist students to re-enter regular classroom. Provide guidance and counseling to assist student in educational and career planning as well as help them develop responsible behavior. Provide intake and exit procedures to enable parents to assist the schools in developing responsible behavior in the child. Provide follow-up activities.

14. Description of the Program and Services Provided:
An off-campus, long-term center for students who are encountering difficulties functioning in a regular classroom. The program has specialized teachers in the areas of math, English, social studies, reading, science physical education, and health, in addition to a juvenile detention facility instructor. Curriculum is individualized and a small teacher/student ratio is maintained to encourage interaction, teamwork and diagnosis of specific academic problems.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:
The advantages for teachers and for the district are many. Daily attendance revenue loss due to suspension is reduced. Teachers are provided an effective means to correct objectionable student behavior. But most of all, the system is good for students because they are not rewarded with home suspension. The problem of administrators having to wait to place students when the program is at capacity is being solved by increasing the number of students served.

16. Special Factors to Consider in Implementing Program at Another Site:
Building away from other campuses. Well qualified/experienced/certified staff and administration. Strong counseling and tutorial services. Coordination with Youth Division of Police Dept. and Juvenile Detention Program.

17. Project Evaluation: [✓ External Eval.] [✓ Internal Eval.] No Eval. Yet

18. Address of Project:

El Paso County Community Guidance Program
9600 Sims
El Paso, Texas 79925
915-595-5716

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Hereford Alternative School

2. Contact Person: Mal Manchee 3. Date Program Began: 9/1/83

4. Number of Participants (1986-87): 25 5. Age Range Served: 14-18

6. Population(s) Served: At-Risk Students with Discipline Problems.

7. Program Eligibility Criteria: Referral - Principal or Court Probation Officers.

8. Program Exit Criteria: Satisfactory discipline and academic achievement.

9. Program Type: [✓ Dropout Prevention] Dropout Recovery [✓ Other]

10. Estimated (avg.) # of days participants spend in program: 40

11. Sponsoring Agency (Fiscal Agent): Hereford ISD

12. Source(s) of Program Funds: Local and Criminal Justice Funds

13. Description of Program Objectives:
To modify behavior so students will be able to function in a regular classroom setting with success. While working on behavior students are worked with academically to maintain the skills that they have and are provided opportunities to continue to get high school credit and/or develop skills necessary to pass the GED. Basic citizenship is stressed. To help the student adjust to school life and experience some level of success.

14. Description of the Program and Services Provided:
The program is a half-day program which is designed to provide low student teacher ratio. There is a certified teacher and a bilingual aid in the classroom. Most of the day is spent on academic activities which are given at the student's level of ability. Initial testing of the student determines the basic skills in reading and math. The program's teachers visit with the students former teachers.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:
Ten students have graduated and 15 have acquired their GED. Students tend to do a better job when they return to the regular classroom setting. Students in the program are getting younger; we have modified the career choice aspect of the program to meet the needs of the younger students.

We ended the "coming late" problem by locking the doors at a set time and calling parents to see why the student is not in class. Much work is spent in notification of the parents.

16. Special Factors to Consider in Implementing Program at Another Site:
The teacher is the main component. The teacher must be willing to work with students and parents with a "tough love" approach. The program must be tightly structured and the student must know what is expected of them.

17. Project Evaluation: External Eval. [✓ Internal Eval.] No Eval. Yet

18. Address of Project:
Hereford Alternative School
P. O. Box 1698
Hereford, Texas 79045-1698
806-364-0606

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Killeen Alternative Center

2. Contact Person: Robert Hausmann 3. Date Program Began: 4/85

4. Number of Participants (1986-87): 141 5. Age Range Served: 11-19

6. Population(s) Served: Students Grades 6-12 with Behavior Problems.

7. Program Eligibility Criteria: Placement through hearing process.

8. Program Exit Criteria: Completion of assigned time.

9. Program Type: Dropout Prevention Dropout Recovery [✓ Other]

10. Estimated (avg.) # of days participants spend in program: 30 - 120 days

11. Sponsoring Agency (Fiscal Agent): Killeen ISD

12. Source(s) of Program Funds: Killeen ISD

13. Description of Program Objectives:
The ultimate goal of the Alternative School is to see its students adjust their behavior and habits in such a manner that they may successfully return to a regular educational setting on a full time basis. This will require the Alternative School student to be capable of returning to and functioning in a regular school program by the end of most semester. For most students a multitude of changes must occur.

14. Description of the Program and Services Provided:
Continuance of basic academics. Individual/group counseling on a limited basis. High disciplinary structure with reward options. Special Education department.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:
Individual grades and study habits improve with carry-over into regular school classes. Improvement in self concept and confidence in skill applications to studies.

Maintaining staff due to high stress environment-personal leave days provided by the district. Maintenance of student productivity and attitude-development of a point system which rewards productivity and discourages idleness by granting or withholding privileges.

16. Special Factors to Consider in Implementing Program at Another Site:
Strong central office administrative and board support. Commitment by staff to operational concepts and to the philosophical concept of the capability of change in individuals.

17. Project Evaluation: External Eval. [✓ Internal Eval.] No Eval. Yet

18. Address of Project:

Killeen Alternative Center
101 North 5th Street
Nolanville, Texas 76559
817-698-4441

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Operation Involvement

2. Contact Person: Bobby Weise 3. Date Program Began: 8/73

4. Number of Participants (1986-87): 126 5. Age Range Served: 12-20

6. Population(s) Served: Potential Dropout, At-Risk Youth.

7. Program Eligibility Criteria: Below grade placement, truancy, runaways, unable to function in regular school.

8. Program Exit Criteria: Positive attitude, improved attendance, desire to return to regular school.

9. Program Type: [✓ Dropout Prevention] [✓ Dropout Recovery] Other

10. Estimated (avg.) # of days participants spend in program: 1 semester-1 school yr.

11. Sponsoring Agency (Fiscal Agent): Conroe ISD

12. Source(s) of Program Funds: Local education agency

13. Description of Program Objectives:
To rehabilitate youth who cannot or do not function in the regular school program. To provide students with an academic curriculum that departs from traditional methods of teaching at a level at which they can succeed. To lower the number of potential dropouts and decrease the dropout rate in the district. To change negative attitudes toward society and to equip each student for productivity.

14. Description of the Program and Services Provided:
The program is designed to promote students' involvement in academic and vocational education through close personal supervision, strict discipline, individualized instruction and attendance policies.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:
Students return to home campus and function successfully, completing high school and becoming gainfully employed.

Students involved in drugs/alcohol who refuse to commit to treatment and lack of parental support. Parents are asked to make a definite commitment to support the staff by seeing that the students are in regular attendance. Parents are required to attend parent-staff meetings.

16. Special Factors to Consider in Implementing Program at Another Site:
Regular classroom facilities and a staff dedicated to teaching turn-off youth.

17. Project Evaluation: [✓ External Eval.] [✓ Internal Eval.] No Eval. Yet

18. Address of Project:
Operation Involvement
702 N. Thompson
Conroe, Texas 77301
409-756-8009

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Opportunity Awareness Center

2. Contact Person: Dr. James Romero 3. Date Program Began: 1/8/85

4. Number of Participants (1986-87): 132 5. Age Range Served: Grades 6-12

6. Population(s) Served: At-Risk Students.

7. Program Eligibility Criteria: Referred by home campus administrator.

8. Program Exit Criteria: Successful completion of three levels of behavioral modification program.

9. Program Type: [✓ Dropout Prevention] Dropout Recovery Other

10. Estimated (avg.) # of days participants spend in program: 40

11. Sponsoring Agency (Fiscal Agent): Katy ISD

12. Source(s) of Program Funds: Katy ISD, Community Guidance Center Grant

13. Description of Program Objectives:
To provide an alternative education program for students who exhibit deviant and unacceptable behaviors in the regular classroom, and alleviate those unacceptable behaviors. To provide counseling and coordination of district-wide preventive activities. To provide parental assistance programs. To provide communication networks between the Center with community services, agencies, business and professional groups and school district patrons.

14. Description of the Program and Services Provided:
The program provides individualized academic management for both remediation of skills deficits and continuation of the current academic program. Comprehensive counseling program for students and their parents. Referral, intake, monitoring, review, dismissal and follow-up procedures. Diagnostic services as required for students referred to the program. State and local resource information when sought by parents or students. An alternative vocational educational setting and program to meet the needs of the students. Evaluation of the academic management system. Evaluation of the implementation of the behavior management system.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:

16. Special Factors to Consider in Implementing Program at Another Site:

17. Project Evaluation: External Eval. [✓ Internal Eval.] No Eval. Yet

18. Address of Project: Opportunity Awareness Center
1732 Kathyland Drive
Katy, Texas 77449
713-391-6858

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Project Intercept

2. Contact Person: Van Jefferson

3. Date Program Began: 9/1/77

4. Number of Participants (1986-87): 421

5. Age Range Served: 10-19

6. Population(s) Served: Grades 5-12

7. Program Eligibility Criteria: Disruptive behavior. Chronic attendance problems

8. Program Exit Criteria: Behavior improvement.

9. Program Type: [✓ Dropout Prevention] Dropout Recovery [✓ Other]

10. Estimated (avg.) # of days participants spend in program: 25

11. Sponsoring Agency (Fiscal Agent): Lubbock ISD

12. Source(s) of Program Funds: Local Funds, Grants

13. Description of Program Objectives:
    To educate students who have come under the jurisdiction of the court and have been placed in a detention unit. To give a student who is about to be expelled from school another opportunity to cooperate. To help prevent students from dropping out of school as a result of serious discipline problems within the school. To work to bring parents into the program.

14. Description of the Program and Services Provided:
    Provides an educational opportunity for students who have been incarcerated into the Lubbock County Youth Detention Center. A school designed for students who have had difficulty adjusting to the social atmosphere of a regular school. Program includes a curriculum that includes basic fundamental classes in math, English, science, social studies, art, health and physical education. A full-time counselor who works with students and their parents. The school district works closely with Texas Tech University and the Department of Mental Health Mental Retardation to provide additional counseling. Career information is afforded students from various Lubbock community organizations.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:
    Our number one accomplishment is the reduction in the number of long-term suspensions and expulsions of students.
    We went through a tedious educational project with parents, teachers, counselors and the community to help them understand that the program is designed to help students remain in school rather than have them drop out or be expelled because of anti-social behavior. Adequate facilities were obtained with the assistance of various state, federal and local agencies.

16. Special Factors to Consider in Implementing Program at Another Site:
    Facilities, personnel, equipments, books, addition to budget, transportation. community support, school district understanding and parent support are important factors for a successful implementation of this program.

17. Project Evaluation: [✓ External Eval.] [✓ Internal Eval.] No Eval. Yet

18. Address of Project:

    Project Intercept
    1628 19th Street
    Lubbock, Texas 79401
    806-766-1024

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Reassignment

2. Contact Person: Bill Walters 3. Date Program Began: 9/1/83

4. Number of Participants (1986-87): 216 5. Age Range Served: 13-18

6. Population(s) Served: Grades 7-12

7. Program Eligibility Criteria: Administratively assigned.

8. Program Exit Criteria: Point system used to exit.
Minimum of three days.

9. Program Type: [✓ Dropout Prevention] Dropout Recovery [✓ Other]

10. Estimated (avg.) # of days participants spend in program: 3

11. Sponsoring Agency (Fiscal Agent): Greenville ISD

12. Source(s) of Program Funds: Greenville ISD

13. Description of Program Objectives:
To improve discipline by reducing the number of students suspended or expelled from school for inappropriate personal, social and/or academic behaviors.

14. Description of the Program and Services Provided:
The program is composed of a full-time teacher and a full-time aide. Students are assigned by campus administrators and earn points to get out of the Reassignment Class. Repeaters have to earn more points each time they come back to the class.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:
Eighty-five percent never come back. Discipline improved. Dropouts reduced.

The problem of transportation was solved by providing busing from campuses to Reassignment Class. Overloaded classrooms and returning students are still problems.

16. Special Factors to Consider in Implementing Program at Another Site:
Facilities, Transportation to and from campuses, Cost, Substitute Teachers.

17. Project Evaluation: [✓ External Eval.] [✓ Internal Eval.] No Eval. Yet

18. Address of Project:
Reassignment Program
P.O. Box 1022
Greenville, Texas 75401
214-455-2112

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: School-Community Guidance Center

2. Contact Person: Dr. Ruby Morris 3. Date Program Began: 8/86

4. Number of Participants (1986-87): 230 5. Age Range Served: Jr./Sr. High

6. Population(s) Served: Students

7. Program Eligibility Criteria: Students with problems that interfere with education or disrupt education on the regular campus.

8. Program Exit Criteria: When individual objectives are met.

9. Program Type: [✓ Dropout Prevention] Dropout Recovery Other

10. Estimated (avg.) # of days participants spend in program: 39

11. Sponsoring Agency (Fiscal Agent): Dallas ISD

12. Source(s) of Program Funds: Dallas ISD

13. Description of Program Objectives:
The objectives of the program are to: increase the number of students acquiring social competence and making gains in academic achievement; decrease truancy, student dropouts, suspensions and expulsions; increase average daily attendance; divert some students from the juvenile justice system; and decrease the incidence of daytime crime committed by juveniles.

14. Description of the Program and Services Provided:
An off-campus site has been established for the School-Community Guidance Center alternative education program. The basis core of services includes individualized instructional, counseling and home-school liaison and follow-up services. Social skills development, problem-solving, job awareness, parent training sessions and accessibility to the local school district's services are offered. After students return to their regular schools, their progress is monitored by local campus contact persons.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:

16. Special Factors to Consider in Implementing Program at Another Site:
Highly trained staff personnel.

17. Project Evaluation: External Eval. [✓ Internal Eval.] No Eval. Yet

18. Address of Project:

School-Community Guidance Center
3700 Ross Avenue Box 15
Dallas, Texas 75204
214-824-1620

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: School-Community Guidance Center

2. Contact Person: Billy E. Whitworth 3. Date Program Began: 9/1/83

4. Number of Participants (1986-87): 550 5. Age Range Served: 4-21

6. Population(s) Served: Adjudicated youth and high-risk youth

7. Program Eligibility Criteria: Suspended, expelled, high-risk; dropouts wanting to return to school.

8. Program Exit Criteria: Social, psychological and educational assessments.

9. Program Type: Dropout Prevention Dropout Recovery Other

10. Estimated (avg.) # of days participants spend in program: 100

11. Sponsoring Agency (Fiscal Agent): Fort Worth ISD

12. Source(s) of Program Funds: TEA Grant, Ft. Worth ISD Funds

13. Description of Program Objectives:
To assist targeted youth in resolving problems which interfere with school success. To provide parents of high-risk youth with parent education and counseling. To assist high-risk youth and their families in accessing school and community resources. To identify students of of school illegally, report to proper authorities and tract to see that appropriate action is taken. To notify school officials of known dropouts.

14. Description of the Program and Services Provided:
High-risk youths and students are referred to the program for assessment, assistance with school placement and on-going services. Direct services include school follow-up and counseling for students in alternative and mainstream placements, family counseling, parent training classes, socialization groups, peer support groups for chemical abusers and referrals to school and community resources. Academic and behavioral progress of students followed is monitored and programs adjusted as needed.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:
Ninety-six percent of high risk students continued the educational process. Improvement in school attendance and performance. Staff received commendations for work with students and called upon to provide consultation and in-service training. The lack of sufficient personnel was overcome by the use of social work graduate school interns and mental health agency volunteers. The implementation of a variety of behavior management and counseling techniques to combat severe behavior problems.

16. Special Factors to Consider in Implementing Program at Another Site:
Develop and implement plan for increasing center visibility within the school district. Recruit well-trained staff. Provide facilities in which confidentially can be provided for persons served.

17. Project Evaluation: External Eval. Internal Eval. No Eval. Yet

18. Address of Project:
School-Community Guidance Center
3813 Valentine
Fort Worth, Texas 76107-3091
817-738-1609

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Student Assignment Center Co-op

2. Contact Person: Corando Alaniz 3. Date Program Began: 8/15/85

4. Number of Participants (1986-87): 62 5. Age Range Served: 13-18

6. Population(s) Served: Grades 7-12

7. Program Eligibility Criteria: Referral. Discipline. At-Risk.

8. Program Exit Criteria: Exit through Discipline Committee. Successful in Assigned Time.

9. Program Type: [✓ Dropout Prevention] Dropout Recovery Other

10. Estimated (avg.) # of days participants spend in program: 10

11. Sponsoring Agency (Fiscal Agent): Co-op

12. Source(s) of Program Funds: State and Local

13. Description of Program Objectives:
To assist students with maintaining their grades. Counseling for students and parents. Coordinating services with other agencies. Encourage parental involvement to resolve students problems. Follow-up on students.

14. Description of the Program and Services Provided:
The purpose of the Center is to provide a more structured academic setting away from the regular campuses and allow students to keep up with their class assignments as an alternative to the traditional process of expulsion or suspension. The Center provides closer supervision of students, instruction, counseling and parental involvement (VERY IMPORTANT).

15. Specific Successes of the Program/Problems Encountered/Solutions Used:
Students have had to evaluate their problems and find the need to work with their parents in order to succeed in school and the parents are reinforcing the students learning abilities and cooperating with the school.

Transportation problems were solved by routing students through the bus routes. The problem of parents not attending meetings or conferences was alleviated when the Center notified the parents that the student would be referred to probation and related agencies.

16. Special Factors to Consider in Implementing Program at Another Site:
Equipment, reference books, facilities (at least two good sized classrooms), separate office for counseling, staff/student ratio of 1/10.

17. Project Evaluation: External Eval. Internal Eval. [✓ No Eval. Yet]

18. Address of Project:
Student Assignment Center
1801 E. Main
Alice, Texas 78332
512-664-7579

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Student Referral Centers

2. Contact Person: Marilyn Finer 3. Date Program Began: 1/74

4. Number of Participants (1986-87): 8,455 5. Age Range Served: 11-18

6. Population(s) Served: Grades 6-12

7. Program Eligibility Criteria: Suspended

8. Program Exit Criteria: Must remain three days and complete assigned work.

9. Program Type: [✓ Dropout Prevention] Dropout Recovery [✓ Other]

10. Estimated (avg.) # of days participants spend in program: 3

11. Sponsoring Agency (Fiscal Agent): Houston ISD

12. Source(s) of Program Funds: Houston ISD

13. Description of Program Objectives:
To identify, evaluate and treat student behavior and learning difficulties through the use of counseling, referrals to other agencies, and an alternative suspension class. Other more serious problems can be detected by clues which may include truancy, disruptive classroom behavior, poor grades and disorganized family life. Once detected, the school's professional personnel work toward helping the student resolve these problems.

14. Description of the Program and Services Provided:
The purpose of the Center is to provide an alternate to suspension for the student who acts up in class to his/her or others' detriment or whose attendance needs to be improved. At the center, a student continues assigned academic work and receives guidance and counseling. Such an arrangement promotes improved student behavior, enhances student achievement, increases daily attendance and encourages the development of a more positive attitude toward school. Each Center is located within a middle school setting where immediate accessible service to students and their families can be provided.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:
The Student Referral Centers are highly respected in our district for the changes they have brought about in the lives of the students.
As the centers are located on middle school campuses, some students from other middle schools and high schools have difficulty getting to the centers. Two solutions to this problem are to provide transportation or provide a center on each secondary campus.

16. Special Factors to Consider in Implementing Program at Another Site:
Each center must have a counselor and a teacher. The facilities should be separate from the main building of a school. Proper inservicing of all administrative personnel is mandatory.

17. Project Evaluation: External Eval. [✓ Internal Eval.] No Eval. Yet

18. Address of Project:
Student Referral Center
3830 Richmond Avenue
Houston, Texas 77027
713-623-5151

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Survival Skills

2. Contact Person: Dr. Judy Huffty 3. Date Program Began: 1986

4. Number of Participants (1986-87): 5. Age Range Served: 13-18

6. Population(s) Served: Grades 10-12, Out of school youth.

7. Program Eligibility Criteria: Absenteeism, Class Failure, Referrals, Reading/Language Scores, Economic Problems.

8. Program Exit Criteria: Achievement of Behavioral Goals, Community Placement.

9. Program Type: Dropout Prevention [✓ Dropout Recovery] Other

10. Estimated (avg.) # of days participants spend in program: As long as necessary

11. Sponsoring Agency (Fiscal Agent): Crockett ISD

12. Source(s) of Program Funds: Legislative

13. Description of Program Objectives:
To assist the student in returning to and staying in school or obtaining their GED.

14. Description of the Program and Services Provided:
The program stresses basic academic skills, GED preparation, job skills and career counseling. The program provides remedial classes, teacher/student tutoring and counseling.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:

16. Special Factors to Consider in Implementing Program at Another Site:

17. Project Evaluation: External Eval. [✓ Internal Eval.] No Eval. Yet

18. Address of Project:
Survival Skills
P. O. Box 411
Crockett, Texas 75835
409-544-5111 Ext. 128

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: West Texas Community Guidance Center

2. Contact Person: Gert Peck 3. Date Program Began: 1982

4. Number of Participants (1986-87): 410 5. Age Range Served: 10-19

6. Population(s) Served: Grades 7-12, Out-of-school youth

7. Program Eligibility Criteria: Absenteeism, Referrals

8. Program Exit Criteria: Successful completion of program

9. Program Type: [✓ Dropout Prevention] [✓ Dropout Recovery] Other

10. Estimated (avg.) # of days participants spend in program: One semester or less

11. Sponsoring Agency (Fiscal Agent): Region XIX Education Service Center

12. Source(s) of Program Funds: TEA, Ysleta ISD, West Texas Council of Governments

13. Description of Program Objectives:
To provide education and counseling.

14. Description of the Program and Services Provided:
The guidance center focuses on GED preparation and improving program participant's basic academic skills. The program utilizes academic developmental counseling, community/parent outreach, motivational strategies and career/self-worth guidance and counseling. The program provides GED preparation classes, childcare for high school mothers, teacher and peer tutoring and other in-service activities.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:

16. Special Factors to Consider in Implementing Program at Another Site:

17. Project Evaluation: External Eval. [✓ Internal Eval.] No Eval. Yet

18. Address of Project:
West Texas School Community Guidance Center
3441 Valdespino
El Paso, Texas 79925
915-858-2931

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Willoughby House

2. Contact Person: Billy E. Whitworth/Lynn Parra 3. Date Program Began: 3/2/86

4. Number of Participants (1986-87): 15 per day 5. Age Range Served: 14-17

6. Population(s) Served: Adjudicated Females

7. Program Eligibility Criteria: Non-violent adjudicated females. Placement by Texas Youth Council.

8. Program Exit Criteria: Successful completion of program as designed by Texas Youth Council and Fort Worth ISD

9. Program Type: Dropout Prevention Dropout Recovery Other

10. Estimated (avg.) # of days participants spend in program: 4-6 months

11. Sponsoring Agency (Fiscal Agent): Texas Youth Commission

12. Source(s) of Program Funds: TYC, Ft. Worth ISD, Chapter 1 Funds

13. Description of Program Objectives:
To teach self-control and self-discipline. To reinforce positive self concept. To teach positive stress management techniques. To re-acclimate students to classroom situation. To bring students academic level of achievement to appropriate grade level.

14. Description of the Program and Services Provided:
The program provides GED preparation and/or GED testing, vocational education, knowledge of basic life-survival skills and coping techniques or re-entry into community living situation. The girls are provided an in-house educational program that can be integrated into the total treatment during their stay. Ft. Worth ISD provides the teacher, textbooks and appropriate support services. The Texas Youth Commission provides the classroom located at Willoughby House.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:
The success of the program includes: improved post-test scores; academic high school credits earned; GED earned and successful employment and/or attending junior college programs.

16. Special Factors to Consider in Implementing Program at Another Site:
Must be a cooperative effort between state agency and school district.

17. Project Evaluation: External Eval. Internal Eval. No Eval. Yet

18. Address of Project:
Willoughby House
3210 West Lancaster
Fort Worth, Texas 76107-3091
817-878-3802

TEACHER TRAINING PROGRAMS

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DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Achievement + Motivation = Excellence

2. Contact Person: Dr. Amparo Cardenas   3. Date Program Began: 9/1/86

4. Number of Participants (1986-87): 200   5. Age Range Served: 12-15

6. Population(s) Served: Hispanic Students At-Risk.

7. Program Eligibility Criteria: Teachers in Language Arts, Social Studies, Science and other support staff.

8. Program Exit Criteria:

9. Program Type: [✓ Dropout Prevention] Dropout Recovery Other

10. Estimated (avg.) # of days participants spend in program: 150

11. Sponsoring Agency (Fiscal Agent): Weslaco ISD

12. Source(s) of Program Funds: U.S. Dept. of Education

13. Description of Program Objectives:
To familiarize teachers with current research findings in the areas of effective teacher behavior, parent involvement and student achievement and motivation. To improve teaching skills through practice, feedback and coaching. To provide opportunities for teachers to apply and evaluate research findings in the classroom.

14. Description of the Program and Services Provided:
The project consists of four cycles and will provide the full complement of training to teachers for 24 months. A staff development plan to improve teaching behavior and schooling practices.
The Southwest Educational Development Laboratory in Austin will assist by providing expertise in this area.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:
Successful completion of the staff development plan. One campus that implements effective school research at all levels.

16. Special Factors to Consider in Implementing Program at Another Site:
Resource staff with general expertise in effective school research.

17. Project Evaluation: External Eval. Internal Eval. [✓ No Eval. Yet]

18. Address of Project:
Achievement + Motivation = Excellence
P. O. Box 266
Weslaco, Texas 78596
512-968-1515

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Business/School Partnerships

2. Contact Person: Dr. David S. Herrera 3. Date Program Began: 9/1/85

4. Number of Participants (1986-87): 7 5. Age Range Served: 24-50

6. Population(s) Served: Teachers-Students

7. Program Eligibility Criteria: Teachers

8. Program Exit Criteria: End of program.

9. Program Type: Dropout Prevention Dropout Recovery [✓ Other]

10. Estimated (avg.) # of days participants spend in program: 175

11. Sponsoring Agency (Fiscal Agent): Southside ISD

12. Source(s) of Program Funds: Local funds

13. Description of Program Objectives:
To assist teachers in enhancing their skills to provide effective instruction. To facilitate the improvement of instruction. To coordinate school program with post secondary programs.

14. Description of the Program and Services Provided:
Incarnate Word College students reported to the district and assisted teachers with instruction in their classes. College personnel assisted teachers with inservice training.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:
Teachers learned needs to better prepare students for post-secondary courses. Articulation processes were facilitated.

The major problem was the distance between the two institutions.

16. Special Factors to Consider in Implementing Program at Another Site:
Assessment of need - distance between institutions.

17. Project Evaluation: External Eval. [✓ Internal Eval.] No Eval. Yet

18. Address of Project:

Business/School Partnership
1610 Martinez-Losoya Road
San Antonio, Texas 78221
512-626-2346

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Employee Assistance Program

2. Contact Person: Marvin Boyd 3. Date Program Began: 9/1/80

4. Number of Participants (1986-87): 200 5. Age Range Served: 0-100

6. Population(s) Served: All employees and their family members.

7. Program Eligibility Criteria: Ft. Worth ISD employees and their families.

8. Program Exit Criteria: When client or EAP terminate the service.

9. Program Type: Dropout Prevention Dropout Recovery [✓ Other]

10. Estimated (avg.) # of days participants spend in program: 3

11. Sponsoring Agency (Fiscal Agent): Fort Worth ISD

12. Source(s) of Program Funds: Fort Worth ISD

13. Description of Program Objectives:
To assist any Fort Worth ISD employee or family member with personal problems that could interfere with the employee's work performance. Impact on students staying in school is indirect. Teachers and administrators who are happy and healthy are also more effective in their work with students.

14. Description of the Program and Services Provided:
The EAP provides free and confidential evaluation and referral counseling through the Family Service Agency. Referral is by supervision based on work performance deterioration or by the employee's own self-referral. Use of the service is entirely voluntary; however, by referring an employee to the service, supervision is providing reasonable accommodation to employees for resolving issues that could lead to employee dismissal. The Fort Worth ISD uses an inside coordinator as well as the outside vendor to insure effective coordination of the program with employee needs.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:
Many employees are able to resolve difficult personal problems and improve their service to students. Employees who are unwilling or unable to deal with issues that affect their job performance are identified and dismissed. Additional publication of the program's benefits as well as visits to all work sites by the vendor are being set up to help the additional production sought.

16. Special Factors to Consider in Implementing Program at Another Site:
Consultation with an EAP director in a school currently using the program would be beneficial.

17. Project Evaluation: External Eval. [✓ Internal Eval.] No Eval. Yet

18. Address of Project:
Employee Assistance Program
3210 West Lancaster
Fort Worth, Texas 76107
817-336-8311 Ext. 425

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Student Assistance Program

2. Contact Person: Phyllis Armstrong 3. Date Program Began: 8/7/87

4. Number of Participants (1986-87): 5. Age Range Served: 14-18

6. Population(s) Served: Grades 9-12

7. Program Eligibility Criteria: Teacher

8. Program Exit Criteria:

9. Program Type: [✓ Dropout Prevention] Dropout Recovery Other

10. Estimated (avg.) # of days participants spend in program:

11. Sponsoring Agency (Fiscal Agent): Sherman ISD

12. Source(s) of Program Funds: Sherman ISD

13. Description of Program Objectives:
To identify the potential dropout. To develop and implement an individual plan of action for that student using all available community resources.

14. Description of the Program and Services Provided:
A core team of teachers undergoes 40 hours of training to recognize and deal with the "At-Risk" student. The entire faculty will then be given inservice training to become familiar with the characteristics of potential dropouts. As students are referred by teachers, the core team will collect data on the student, evaluate the problem and develop a plan of action for dealing with the problem including professional counseling, assistance by community support groups and parental involvement.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:

16. Special Factors to Consider in Implementing Program at Another Site:
Necessary funding for training the core team would be the main factor.

17. Project Evaluation: External Eval. Internal Eval. [✓ No Eval. Yet]

18. Address of Project:
Student Assistance Program
2201 E. Lamar
Sherman, Texas 75090
214-893-8101

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Teachers Expectations and Student Achievement (TESA)

2. Contact Person: Mike Pool   3. Date Program Began:

4. Number of Participants (1986-87):   5. Age Range Served:

6. Population(s) Served: Teachers at all Austin ISD campuses.

7. Program Eligibility Criteria:

8. Program Exit Criteria:

9. Program Type: Dropout Prevention   Dropout Recovery   Other

10. Estimated (avg.) # of days participants spend in program:

11. Sponsoring Agency (Fiscal Agent): Austin ISD

12. Source(s) of Program Funds:

13. Description of Program Objectives:
To train teachers in teacher-pupil interactions proven to increase academic gains of low achievers as well as to decrease discipline problems and absenteeism.

14. Description of the Program and Services Provided:
The program offers inservice training on relationships between teacher expectations and student learning. Fifteen specific teacher behaviors have been identified which discriminate between interactions with students for whom low expectations are held and students for whom high expectations are held. These are organized into five instructional units which are presented at monthly workshops. Participating teachers are observed and teaching behaviors coded.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:
The presence of an observer encourages the teacher to practice prescribed behaviors when interacting with low achievers, and positive student responses reinforce the teacher's behavior.

16. Special Factors to Consider in Implementing Program at Another Site:

17. Project Evaluation: External Eval.   Internal Eval.   [✓ No Eval. Yet]

18. Address of Project:
TESA Program
5555 N. Lamar Blvd
Austin, Texas 78752
512-451-2008

MULTIFACETED PROGRAMS

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DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Communities In School

2. Contact Person: Pearl Garza Fracchia 3. Date Program Began: 1985

4. Number of Participants (1986-87): 5. Age Range Served: 6-19+

6. Population(s) Served: Grades PreK-12

7. Program Eligibility Criteria: Class failure; Absences; Behavior problems; Health or Economic problems; Non-English speaking; Referral.

8. Program Exit Criteria: Problem resolution; Referral to Social Service Agency.

9. Program Type: [✓ Dropout Prevention] [✓ Dropout Recovery] Other

10. Estimated (avg.) # of days participants spend in program: As long as necessary.

11. Sponsoring Agency (Fiscal Agent): Dallas ISD

12. Source(s) of Program Funds: Grants, Private Business Donations

13. Description of Program Objectives:
Goals of CIS are to improve student attendance, academic performance, and the promotion of student personal and social development.

14. Description of the Program and Services Provided:
CIS Program focuses on improving the at-risk students job skills and self image. The program provides interim education for pregnant students, community outreach services and career guidance and counseling services. Individual counseling, tutoring and social service referrals are also provided to participants.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:

16. Special Factors to Consider in Implementing Program at Another Site:

17. Project Evaluation: [✓ External Eval.] [✓ Internal Eval.] No Eval. Yet

18. Address of Project:
Communities In School
3700 Ross Avenue Box 41
Dallas, Texas 75204
214-526-0728

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Communities In School

2. Contact Person: Georgette Mitchell

3. Date Program Began:

4. Number of Participants (1986-87): 956

5. Age Range Served: 3-20

6. Population(s) Served: All Grades.

7. Program Eligibility Criteria: Students whose unresolved needs would likely lead to a premature departure from public school.

8. Program Exit Criteria: Resolution of problems, Graduation from high school.

9. Program Type: [✓ Dropout Prevention] [✓ Dropout Recovery] Other

10. Estimated (avg.) # of days participants spend in program: Varies

11. Sponsoring Agency (Fiscal Agent): Communities In Schools

12. Source(s) of Program Funds: JTPA, State, Local, Private donations

13. Description of Program Objectives:
To identify students having unresolved problems and to coordinate provisions of community resources in resolution of those problems.

14. Description of the Program and Services Provided:
CIS addresses the need of high risk students through 6 service components: Instruction, Counseling, Enrichment, Parent Involvement, Health and Employment. The program mobilizes community resources to address students' needs. Twelve agencies and universities provided services and/or staff plus funding from numerous Houston corporations.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:
Students showed measurable gains in math and reading, greater passing rate on TEAMS tests, lower absentee rates, fewer contacts with juvenile justice authorities.

Funding/Staffing - staff of other agencies were "loaned" to CIS. Considerable fiscal support and cooperation were received from the private sector.

16. Special Factors to Consider in Implementing Program at Another Site:
Coordination of services from a wide variety of public and private agencies.

17. Project Evaluation: [✓ External Eval.] [✓ Internal Eval.] No Eval. Yet

18. Address of Project:

Communities In Schools
1100 Milam Suite 2700
Houston, Texas 77002
713-654-1515

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Communities In Schools

2. Contact Person: Sylvia Hinojosa 3. Date Program Began: 6/3/85

4. Number of Participants (1986-87): 500 5. Age Range Served: 13-18

6. Population(s) Served: Students at-risk of dropping out of school.

7. Program Eligibility Criteria: Teacher/Counselor/Administrator recommendation, Self referral.

8. Program Exit Criteria: Accomplish at least one goal as determined by CIS Counselor/Teacher or referring party.

9. Program Type: [✓ Dropout Prevention] Dropout Recovery Other

10. Estimated (avg.) # of days participants spend in program: 2-12 Hours/week as needed.

11. Sponsoring Agency (Fiscal Agent): Edgewood ISD

12. Source(s) of Program Funds: CJD, CTPA

13. Description of Program Objectives:
Communities in Schools-San Antonio is a significant part of a unique statewide program operating in five major Texas cities for the past two years. The goals of Communities In Schools for its school-age participants are: To decrease the dropout rate; To decrease the delinquency rate; To prepare participants for adult work roles; To improve school performance; To improve school attendance; To improve the graduation rate.

14. Description of the Program and Services Provided:
CIS provides a holistic support environment by addressing at-risk student complete risk factor syndrome rather that one or more component of it. To achieve these goals, CIS follows a program model that brings community resources to the schools involved. Resources provided are coordinated by CIS include counseling, tutoring, social services and contact with role models who are volunteers from the business community. Businesses, schools and community agencies lend staff to work within the program. Agencies include TEC, THR, Bexar County Juvenile Dept., MHMR, etc. CIS works closely with school principals, teachers, counselors, community volunteers and the parents of the participants to meet the needs of participants.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:
98% of the participants remain in school, 88% of those demonstrating behavior problems have stayed out of serious trouble, over 34% of those students failing math and nearly 23% who were failing English prior to participation have raised their grade levels to passing levels, absences have decreased over 7%. Regular staff meetings between CIS and schools are recommended for coordination between school staff and CIS personnel. Mixed funding is recommended.

16. Special Factors to Consider in Implementing Program at Another Site:
School administrators understand goals and objectives, Facilities appropriate for counseling meetings on campus, must be integrated with school setting.

17. Project Evaluation: [✓ External Eval.] [✓ Internal Eval.] No Eval. Yet

18. Address of Project:

Communities In Schools
5358 West Commerce
San Antonio, Texas 78237

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Communities In Schools/CAST

2. Contact Person: Evelyn Bell 3. Date Program Began: 9/85

4. Number of Participants (1986-87): 6,692 5. Age Range Served: 12-16

6. Population(s) Served: Middle School/Junior High Students.

7. Program Eligibility Criteria: Targeted middle schools with limited English proficient students lack of parental involvement in school activities and housing projects in school community.

8. Program Exit Criteria: N/A

9. Program Type: [✓ Dropout Prevention] Dropout Recovery Other

10. Estimated (avg.) # of days participants spend in program: 183

11. Sponsoring Agency (Fiscal Agent): Ysleta ISD

12. Source(s) of Program Funds: Local

13. Description of Program Objectives:
To improve participants school attendance. To provide educational supportive services to improve academic achievement. To promote and improve participants personal and social development. To develop participants employment and vocational skills. To increase parental involvement in school activities. To decrease the incidence of disruptive behavior. To decrease participants contact with the criminal justice system. To develop self-help support systems.

14. Description of the Program and Services Provided:
Program provides alternative classroom settings for the students identified as the potential dropout. Services provided include counseling (individual, group and family), social services and tutorial assistance.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:
There is a high acceptance of the program by campus administrators. When the program was initiated, the program objectives were interpreted as a conflict of interest with school counseling concepts.

16. Special Factors to Consider in Implementing Program at Another Site:

17. Project Evaluation: External Eval. [✓ Internal Eval.] No Eval. Yet

18. Address of Project:
Communities In School/CAST
9600 Sims
El Paso, Texas 79925
915-595-5716

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Communities In Schools/CAST, Inc.

2. Contact Person: Robert Shaw 3. Date Program Began: 9/1/81

4. Number of Participants (1986-87): 1,000 5. Age Range Served: 12-16

6. Population(s) Served: Minority, Low income, Academically at-risk students.

7. Program Eligibility Criteria: All students provided with services, no one is turned away.

8. Program Exit Criteria: Behavioral or academic improvement and/or completion of educational level.

9. Program Type: [✓ Dropout Prevention] Dropout Recovery Other

10. Estimated (avg.) # of days participants spend in program: 60

11. Sponsoring Agency (Fiscal Agent): El Paso Community College

12. Source(s) of Program Funds: State, Federal and Private Sector

13. Description of Program Objectives:
To reduce dropout rate. To provide educational supportive services to improve academic achievement. To promote and improve participants personal and social development. To develop participants employment and vocational skills. To increase parental involvement in school activities. To decrease the incidence of disruptive behavior in the classroom and community. To decrease participants contact with the Criminal Justice System.

14. Description of the Program and Services Provided:
CIS/CAST staff's each campus where CIS is operational with a full time Coordinator and repositioned staff from participating social service agencies (El Paso Guidance Center, Family Services, Juvenile Probation Dept., Youth Assistance Program, Aliviane Drug Counseling, Tex Employment Commission, El Paso Community College). Students are referred to the program by school administrators, teachers, parents and self-referrals. CIS focuses on maximizing the individuals student's educational potential by addressing the need for improved enrichment, employment, instruction and parental involvement.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:
95% of the participants remained in school. 90% of those demonstrating behavior problems, pre-delinquent and delinquent behavior have stayed out of serious trouble. Over 60% of those students failing math and nearly 45% who were failing English prior to their participation have raised their grades to passing levels. Absences have decreased by over 19%.

16. Special Factors to Consider in Implementing Program at Another Site:

17. Project Evaluation: [✓ External Eval.] Internal Eval. No Eval. Yet

18. Address of Project:

Communities In Schools/CAST, Inc
P. O. Box 20500
El Paso, Texas 79998
915-593-7317/18

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Communities In Schools Galveston County, Inc.

2. Contact Person: Robin J. Deharde-Lewis 3. Date Program Began: 3/1/86

4. Number of Participants (1986-87): 527 5. Age Range Served: 6-20

6. Population(s) Served: At Risk Students

7. Program Eligibility Criteria: School attendance, grades, discipline problems, vocational needs, need for other intensive services.

8. Program Exit Criteria: Graduation

9. Program Type: [✓ Dropout Prevention] [✓ Dropout Recovery] Other

10. Estimated (avg.) # of days participants spend in program:

11. Sponsoring Agency (Fiscal Agent): Galveston ISD

12. Source(s) of Program Funds: Houston-Galveston PIC, Criminal Justice Div., TEA-VOC

13. Description of Program Objectives:
To improve participants' school attendance. To improve academic achievement in math, English, reading and other courses. To promote participants' positive personal and social development. To develop participants' employment and vocational skills. To increase parental involvement in school activities. To decrease the incidence of disruptive behavior. To decrease participants' contact with the juvenile justice system.

14. Description of the Program and Services Provided:
CIS has a staff of counselors, employment specialists and health and recreational specialists who identify and work with high risk youth. The services CIS provides: Individual, group, family and vocational counseling, Consultation with parents, Tutoring in academic subjects, Training in academic subjects, Summer work experience, Enrichment and cultural activities, Referrals to other service agencies, when necessary, that can provide students with additional services.

The program is modeled after the Houston CIS program, which as been operating for 7 years and has proved effective in preventing high-risk students from dropping out of school.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:

16. Special Factors to Consider in Implementing Program at Another Site:
This program is duplicated in 9 Texas cities.

17. Project Evaluation: External Eval. [✓ Internal Eval.] No Eval. Yet

18. Address of Project:
Communities In School Galveston County, Inc.
P. O. Drawer 660
Galveston, Texas 77553
409-763-3047

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Computers On Wheels

2. Contact Person: Elizabeth Thornton 3. Date Program Began: 1986

4. Number of Participants (1986-87): 5. Age Range Served: 16+

6. Population(s) Served: Grades 10-12, Out-of-school youths, Adults.

7. Program Eligibility Criteria: Age, Income, Educationally disadvantaged, Referrals from counselors.

8. Program Exit Criteria: To Be Determined.

9. Program Type: [✓ Dropout Prevention] [✓ Dropout Recovery] Other

10. Estimated (avg.) # of days participants spend in program: 54 Hours

11. Sponsoring Agency (Fiscal Agent): Tarrant County Junior College

12. Source(s) of Program Funds: JTPA

13. Description of Program Objectives:
To upgrade participant's basic skills and provide literacy and educational services.

14. Description of the Program and Services Provided:
The program stresses basic academic skills. Program provides GED/SAT prep, career assessment and exploration services, job readiness, retention skills, basic occupational training and job placement referrals. Program utilizes community outreach, guidance and counseling services, computer education, self-paced instruction and tutoring services.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:

16. Special Factors to Consider in Implementing Program at Another Site:

17. Project Evaluation: External Eval. Internal Eval. [✓ No Eval. Yet]

18. Address of Project:

Computers On Wheels
1500 Houston
Fort Worth, Texas 76102
817-336-7851

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: DALLAS CAN! ACADEMY

2. Contact Person: Evelyn Fawcus   3. Date Program Began: 10/13/86

4. Number of Participants (1986-87): 60   5. Age Range Served: 15-18

6. Population(s) Served: Dropouts, Pre-delinquents, Adjudicated Delinquents, Truants, Drug Involved.

7. Program Eligibility Criteria: Must be a dropout and willing to participate cooperatively with program requirements.

8. Program Exit Criteria: GED. Program Goals Met.

9. Program Type: Dropout Prevention [✓ Dropout Recovery] Other

10. Estimated (avg.) # of days participants spend in program: 6 months

11. Sponsoring Agency (Fiscal Agent): Freedom Ministries

12. Source(s) of Program Funds: Foundation grants, TDCA-TCADA Grants, Private

13. Description of Program Objectives:
To break the cycle of failure in young lives and to keep them from dropping out of society and becoming juvenile offenders. To enable students to obtain their GED and become gainfully employed and also continue higher education, trade or vocational training.

14. Description of the Program and Services Provided:
Informal, family-type setting that includes: individualized academic training; bible studies; preparation for the GED; vocational classes that include tours of businesses and guest speakers; life skills and coping skills training; practical job training and job placement; parent counseling and support; training in attitude skills; goal setting; and motivational skills. Volunteers serve as role models, counselors, tutors and friends. The program also offers professional, certified substance abuse counseling.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:
7 successful GED, 6 return to public school, 38 employed, 8 directed to drug rehab programs, 1 enrolled in community college (2 scheduled to enter in January). 70-75% attendance rate.

To solve the problem of drug dependencies of students interfering with program participation, a certified substance abuse counselor and alternatives to drugs program was instituted.

16. Special Factors to Consider in Implementing Program at Another Site:
Comprehensive Competencies Learning Program. Experienced professional leadership, Drug/Substance Abuse counselor. Extensive volunteer involvement and community support.

17. Project Evaluation: [✓ External Eval.] Internal Eval. No Eval. Yet

18. Address of Project:
DALLAS CAN! PROGRAM
P. O. Box 8231
Dallas, Texas 75205-9990
214-522-8312 or 288-8646

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Harlingen ISD Communities In School

2. Contact Person: Phyllis Whittington 3. Date Program Began: 10/87

4. Number of Participants (1986-87): 65 5. Age Range Served: 14-16

6. Population(s) Served: At risk youth as identified by the school.

7. Program Eligibility Criteria: JTPA eligible, At risk.

8. Program Exit Criteria: Complete program objectives.

9. Program Type: [✓ Dropout Prevention] Dropout Recovery Other

10. Estimated (avg.) # of days participants spend in program: 200

11. Sponsoring Agency (Fiscal Agent): Cameron County Private Industry Council

12. Source(s) of Program Funds: JTPA, Title IIA

13. Description of Program Objectives:
Improve school attendance, improve academic achievement, promote personal and social development, develop employment and vocational skills, increase parental involvement in school activities, decrease disruptive behavior and contact with juvenile justice system.

14. Description of the Program and Services Provided:
Basic skills training
Pre-Employment Work Maturity Competencies
Work experience
Special counseling and tutoring as required

15. Specific Successes of the Program/Problems Encountered/Solutions Used:

16. Special Factors to Consider in Implementing Program at Another Site:

17. Project Evaluation: External Eval. Internal Eval. [✓ No Eval. Yet]

18. Address of Project:
Harlingen ISD Communities in School
302 Kings Highway #209
Brownsville, Texas 78521
512-542-5935

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: High School Equivalency Program

2. Contact Person: Hilario Rincon 3. Date Program Began: 1972

4. Number of Participants (1986-87): 160 5. Age Range Served: 17+

6. Population(s) Served: Out-Of-School Youth.

7. Program Eligibility Criteria: Age, Income, Migrant Status, Referrals.

8. Program Exit Criteria: GED requirements completed.

9. Program Type: Dropout Prevention [✓ Dropout Recovery] Other

10. Estimated (avg.) # of days participants spend in program: As long as necessary.

11. Sponsoring Agency (Fiscal Agent): Pan American University

12. Source(s) of Program Funds: Department of Education

13. Description of Program Objectives:
To provide GED preparation.

14. Description of the Program and Services Provided:
The program stresses basic academic skills, GED prep, job skills and job placement. Program offers interim education for pregnant students, GED preparatory classes, housing, stipends, placement, counseling, tutoring, health services, life skills development classes and transportation. Program also includes community/parent outreach and motivational strategies/programs.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:

16. Special Factors to Consider in Implementing Program at Another Site:

17. Project Evaluation: [✓ External Eval.] [✓ Internal Eval.] No Eval. Yet

18. Address of Project:
High School Equivalency Program
1201 W. University Drive
Edinburg, Texas 78539
512-381-2521

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Latino Learning Center

2. Contact Person: Stuart H. Baum   3. Date Program Began: 1979

4. Number of Participants (1986-87):   5. Age Range Served:

6. Population(s) Served: Hispanic citizens.

7. Program Eligibility Criteria:

8. Program Exit Criteria:

9. Program Type: Dropout Prevention   Dropout Recovery   [✓ Other]

10. Estimated (avg.) # of days participants spend in program:

11. Sponsoring Agency (Fiscal Agent): Latino Learning Center

12. Source(s) of Program Funds: Private donations, Local, State and Nat'l Corp.

13. Description of Program Objectives:
    To promote the general welfare of hispanics in the state of Texas generally and the Houston area specifically. The overall plan was to promote and develop programs that would provide services in mental health, education, community housing as well as artistic and cultural endeavors.

14. Description of the Program and Services Provided:
    Program services included: Comprehensive counseling services, alcohol and drug abuse-outpatient service, Inhalant abuse-residential, spouse and child abuse-outpatient. Other services: Basic employment skills training, (sponsored by SW Bell), Beginning English classes, Housing project-46 unit HUD 202 housing for senior citizens, Community meetings.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:

16. Special Factors to Consider in Implementing Program at Another Site:

17. Project Evaluation: External Eval.   [✓ Internal Eval.]   No Eval. Yet

18. Address of Project:

Latino Learning Center
3522 Polk
Houston, Texas 77003
713-223-1391

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: NTSU Youth Opportunities Unlimited (YOU)

2. Contact Person: Dr. Norris Fox 3. Date Program Began: 6/85

4. Number of Participants (1986-87): 112 5. Age Range Served: 14-15

6. Population(s) Served: Low Income, Potential Dropouts.

7. Program Eligibility Criteria: Age, Eligible for 9th & 10th grade credits, JTPA income guidelines.

8. Program Exit Criteria:Completion of 8 week program - 24 hr. residential program

9. Program Type: [✓ Dropout Prevention] Dropout Recovery Other

10. Estimated (avg.) # of days participants spend in program: 56

11. Sponsoring Agency (Fiscal Agent): North Texas State University

12. Source(s) of Program Funds: JTPA

13. Description of Program Objectives:
YOU is a university based, residential education and work experience summer program for economically disadvantaged 9th & 10th grade students who are in danger of dropping out. The participating youth receive a wide range of academic classes, work experiences, counseling and vocational services.

14. Description of the Program and Services Provided:
Students are exposed to a university setting in which they have the opportunity to earn high school credits and participate in work experiences for which they receive minimum wages. They participate in a residential program, on campus, during the summer. They attend classes as well as work at meaningful jobs at the university.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:
Proven successful as a long-term, dropout prevention solution among the disadvantaged and minority youth. Follow-up statistics to the 1984 group show that 99% want to finish high school and 75% plan on going to college while 16% want to go to trade school.

Residential program requires wide-scale university support, as has been developed at North Texas State University. Appropriate identification of students whose needs can be met through this program can be given to counselors.

16. Special Factors to Consider in Implementing Program at Another Site:
Need residential setting, university-wide awareness and support

17. Project Evaluation: [✓ External Eval.] [✓ Internal Eval.] No Eval. Yet

18. Address of Project:
N.T.S.U. Youth Opportunities Unlimited (YOU)
P. O. Box 13318 - NT Station
Denton, Texas 76203
817-565-2097

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Operation Intervention

2. Contact Person: Arturo Delgado 3. Date Program Began: 1986

4. Number of Participants (1986-87): 5. Age Range Served: 16-20

6. Population(s) Served:

7. Program Eligibility Criteria: Class failure, Absences, Behavior problems, Math and Reading/Language test scores, Non-English speaking home, Health and Financial problems.

8. Program Exit Criteria: Graduation, Placement in alternative setting

9. Program Type: Dropout Prevention Dropout Recovery Other

10. Estimated (avg.) # of days participants spend in program: As Long As Possible

11. Sponsoring Agency (Fiscal Agent): Corpus Christi ISD

12. Source(s) of Program Funds: Local

13. Description of Program Objectives:
Operation Intervention's main goals are the identification of potential dropouts and providing these students with remediation services.

14. Description of the Program and Services Provided:
The program provides academic, job-related, pregnancy services, referrals and counseling. The educational services the program provides are basic academic skills, interim education for pregnant students, teacher and peer tutoring, GED prep classes and student motivational counseling. Program also includes job skills instruction, JTPA referrals and job placement through school/business partnership arrangements. The program also includes various in-service activities for participants, parental participation and childcare for teen parents.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:

16. Special Factors to Consider in Implementing Program at Another Site:

17. Project Evaluation: External Eval. Internal Eval. No Eval. Yet

18. Address of Project:

Operation Intervention
P. O. Drawer 110
Corpus Christi, Texas 78403
512-888-7811 Ext. 248

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Project Opportunity

2. Contact Person: Maria Louisa Garcia 3. Date Program Began: 6/87

4. Number of Participants (1986-87): 25 5. Age Range Served: 14-21

6. Population(s) Served: Dropouts

7. Program Eligibility Criteria: Must have been suspended, expelled or dropped out of school. 14-21 years of age. Referral. High Risk.

8. Program Exit Criteria: Complete 8 weeks of coping skills seminars to include 40 hours of pre-employment skills training.

9. Program Type: Dropout Prevention [✓ Dropout Recovery] Other

10. Estimated (avg.) # of days participants spend in program: 40

11. Sponsoring Agency (Fiscal Agent): McAllen ISD

12. Source(s) of Program Funds: JTPA

13. Description of Program Objectives:
The major goal of Project Opportunity is to return dropouts to school or to assist them to get their GED if they choose not to go back to the traditional school setting, if this is implemented, through a series of bilingual seminars on coping skills.

14. Description of the Program and Services Provided:
The major components of Project Opportunity are: Participants treat it like a job. Participants receive minimum salary ($3.35 an hour). Participants attend 40 hours of Pre-Employment Skills training. Parent(s) have to attend parenting sessions-a minimum of 2 hours per week. Participants serve as teacher aides for half a day. Golden Rule applies - respect and love for all. Participants are required to keep a daily log. Participants form a Youth Club and hold at least one meeting a week. Take Pre/Post Tests. Listen and evaluate speakers from the community.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:

16. Special Factors to Consider in Implementing Program at Another Site:
Two large classrooms and very adequate staff needed

17. Project Evaluation: [✓ External Eval.] [✓ Internal Eval.] No Eval. Yet

18. Address of Project:
Project Opportunity
2000 N. 23rd Street
McAllen, Texas 78501
512-632-3243

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Project S.A.V.E.

2. Contact Person: Joe Landry 3. Date Program Began: 1976

4. Number of Participants (1986-87): 82 5. Age Range Served: 13-21

6. Population(s) Served: Grades 7-12, Out-of-school youth.

7. Program Eligibility Criteria: Class Failure, Absences, Behavior Problems, Non-English, Math-Reading-Language Scores, Referrals, Health/Economic Problems.

8. Program Exit Criteria: Acceptable Behavior, Academic Mastery, Attendance.

9. Program Type: [✓ Dropout Prevention] Dropout Recovery Other

10. Estimated (avg.) # of days participants spend in program: As Long As Necessary

11. Sponsoring Agency (Fiscal Agent): Port Arthur ISD

12. Source(s) of Program Funds: State and Local

13. Description of Program Objectives:
The goals of Project SAVE are to assist students having difficulty in traditional secondary school and preventing students from dropping out.

14. Description of the Program and Services Provided:
Project SAVE focuses on improving basic academic skills, job skills and providing interim education for pregnant/Ill students. Program includes community/parent outreach and school/business partnerships. Program services provided are career guidance and counseling, individual and group counseling, teacher/student and student/student tutoring, individualized instruction and various in-service activities such as field trips and T.E.M. (Teenage Expectancy Mothers) Program.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:

16. Special Factors to Consider in Implementing Program at Another Site:

17. Project Evaluation: [✓ External Eval.] [✓ Internal Eval.] No Eval. Yet

18. Address of Project:

Project S.A.V.E.
501 West 17th Street
Port Arthur, Texas 77640
409-983-6039

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Rio Hondo Stay In School Program

2. Contact Person: Woodie V. Hornburg 3. Date Program Began: 1964

4. Number of Participants (1986-87): 70 5. Age Range Served: 4-18

6. Population(s) Served: Grades PreK-12, Parents, Out-of-School Youth.

7. Program Eligibility Criteria: Grade level, Poverty level, School records, Language proficiency, Referral.

8. Program Exit Criteria: GED, Entrance to job corps, Vocational training program, Other employment.

9. Program Type: [✓ Dropout Prevention] [✓ Dropout Recovery] Other

10. Estimated (avg.) # of days participants spend in program: As Long As Necessary

11. Sponsoring Agency (Fiscal Agent): Rio Hondo ISD

12. Source(s) of Program Funds: Foundation, Federal

13. Description of Program Objectives:
To keep students in school.

14. Description of the Program and Services Provided:
The program focuses on improving basic academic skills, GED prep, job skills and job placement of students. Interim education for pregnant students, childcare for young mothers, counseling, adult basic education, tutoring, job corps and other service agency referrals are provided. Program uses community/parent outreach, motivational strategies and school/business partnerships as part of its approach.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:

16. Special Factors to Consider in Implementing Program at Another Site:

17. Project Evaluation: [✓ External Eval.] [✓ Internal Eval.] No Eval. Yet

18. Address of Project:
Rio Hondo Stay-In-School Program
P. O. Box 220
Rio Hondo, Texas 78583
512-748-2981

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: San Antonio 70,001 Youth Program

2. Contact Person: Belvin B. Steward

3. Date Program Began: 1979

4. Number of Participants (1986-87): 65

5. Age Range Served: 16-21

6. Population(s) Served: Out-of-school youths, adults.

7. Program Eligibility Criteria: JTPA eligible, Motivated toward employment, Not subject to attendance requirement.

8. Program Exit Criteria: N/A

9. Program Type: Dropout Prevention [✓ Dropout Recovery] Other

10. Estimated (avg.) # of days participants spend in program: N/A

11. Sponsoring Agency (Fiscal Agent): Alamo SDA

12. Source(s) of Program Funds: JTPA

13. Description of Program Objectives:
To improve participants basic job skills, to provide employment, GED prep, and return participants to school.

14. Description of the Program and Services Provided:
Program emphasizes assessment, referrals, emergency medical, transportation, and other support services, GED prep, counseling and placement

15. Specific Successes of the Program/Problems Encountered/Solutions Used:

16. Special Factors to Consider in Implementing Program at Another Site:

17. Project Evaluation: External Eval. Internal Eval. No Eval. Yet

18. Address of Project:

San Antonio 70,001 Youth Program
434 S. Main Suite 301
San Antonio, Texas 78204
512-299-8183

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: 16-21 Dropout Prevention

2. Contact Person: Tommy Horner 3. Date Program Began: 9/1/86

4. Number of Participants (1986-87): 364 5. Age Range Served: 16-21

6. Population(s) Served: In and out of school youths.

7. Program Eligibility Criteria: High risk dropouts. Dropouts.

8. Program Exit Criteria: Completing high school or directed to services or agencies who could help them individually.

9. Program Type: [✓ Dropout Prevention] [✓ Dropout Recovery] Other

10. Estimated (avg.) # of days participants spend in program: 10

11. Sponsoring Agency (Fiscal Agent): Brownwood ISD Vocational Education

12. Source(s) of Program Funds: Federal

13. Description of Program Objectives:
To locate and identify potential dropouts. To council these identified youth and evaluate their needs. To coordinate employable skills. To teach/re-teach employable skills. To direct to vocational areas of interest.

14. Description of the Program and Services Provided:
The following are agencies/organizations involved in this program: Central Texas MHMR, Hispanic Community Youth Support Group, Department of Human Services, City of Brownwood Housing Authority, A.C.T. an Anglo youth support group, United Neighbors Involved to Improve - a support group for the Black community, Texas Employment Commission, Texas Employment Commission "Job Corps", West Central Texas Council of Governments, Texas Rehabilitation Commission, Howard Payne University, Brownwood-Brown County Health Department.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:
This project is deemed very successful by Brownwood ISD, local community organizations, students served and their parents. This success is easily seen through the number served and training obtained. Many of the youth served indicated they would not have had a successful year if this program had not been in place.

Program ownership should be established on the first day.

16. Special Factors to Consider in Implementing Program at Another Site:

17. Project Evaluation: [✓ External Eval.] Internal Eval. No Eval. Yet

18. Address of Project:
16-21 Dropout Prevention
P. O. Box 730
Brownwood, Texas 76801
915-643-5644

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Summer Youth Employment Training Program

2. Contact Person: Barbara Hinsley 3. Date Program Began: 1/6/87

4. Number of Participants (1986-87): 8 5. Age Range Served: 14-21

6. Population(s) Served: 10,000

7. Program Eligibility Criteria: Economically disadvantaged.

8. Program Exit Criteria: Failure to meet guidelines.

9. Program Type: [✓ Dropout Prevention] Dropout Recovery Other

10. Estimated (avg.) # of days participants spend in program: 4

11. Sponsoring Agency (Fiscal Agent): Liberty-Eylau ISD

12. Source(s) of Program Funds: Federal

13. Description of Program Objectives:
To help qualified youth to earn money, to give youth the opportunity to have good work experiences and acquire useful work habits and skills. To provide useful services and improvements for our community. Services designed to motivate and assist dropouts to return to school training and other programs which will increase their chance of getting jobs. Counseling and occupational information. Assistance in solving work problems.

14. Description of the Program and Services Provided:
Work Experience-a short term or part time assignment with public non-profit employing agency. On The Job Training--may be enrolled for 40 hours per week. The private or public employer shall be reimbursed 50% of training cost required to train a participant. Youth Opportunities Unlimited- Summer program for 14 & 15 year olds identified as potential dropouts, attend class half-day receive academic credit in math and English and work a half-day on campus jobs assigned at Stephen F. Austin University at Nacogdoches

15. Specific Successes of the Program/Problems Encountered/Solutions Used:
Participants working on programs have gained in areas of competency, behavior and performance. Some participants that have gone through these programs have obtained gainful employment.

If a problem arises the participant is encouraged to seek counseling at the office of the director.

16. Special Factors to Consider in Implementing Program at Another Site:

17. Project Evaluation: [✓ External Eval.] Internal Eval. No Eval. Yet

18. Address of Project:
Summer Youth Employment Training Program
2901 FCI Road
Texarkana, Texas 75501
214-832-1535

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Truancy Prevention Program

2. Contact Person: William J. Sheeran 3. Date Program Began: 2/19/87

4. Number of Participants (1986-87): 70 5. Age Range Served: 14-19

6. Population(s) Served: Dropouts & Potential Dropouts, Teenage Parents, Bilingual

7. Program Eligibility Criteria: Class Failure. TEAMS Failure. Discipline Problems. 5 Unexcused Absences. Possible Expulsions.

8. Program Exit Criteria: Significant improvement in area of eligibility criteria.

9. Program Type: Dropout Prevention Dropout Recovery Other

10. Estimated (avg.) # of days participants spend in program: 30

11. Sponsoring Agency (Fiscal Agent): Rural Coastal Bend Private Industry Council

12. Source(s) of Program Funds: JTPA

13. Description of Program Objectives:
To identify, recruit, assess and certify students meeting eligibility criteria. Channel eligible students into proper remediation program. Monitor student progress. The main objectives being to help students before they drop out and to try and help students who have dropped out.

14. Description of the Program and Services Provided:
Mathis High School and the Coastal Bend Private Industry Council with JTPA funds have joined together to help dropouts and to prevent dropout in the future by providing reading instruction aides and summer teachers, eye care and summer jobs.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:
The use of the aides to help students in the in-school suspension program and in the alternative education program was extremely successful. The college summer school program was also successful as was summer employment. There needs to be a better selection of personnel utilized in summer school.

16. Special Factors to Consider in Implementing Program at Another Site:
Both sponsors have to have a commitment to insure the programs success. The persons hired to work with the program must receive the necessary support from the school district.

17. Project Evaluation: External Eval. Internal Eval. No Eval. Yet

18. Address of Project:
Mathis High School Truancy Prevention Program
P. O. Box 1177
Mathis, Texas 78368
512-547-3322

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Valued Youth Partnership Program

2. Contact Person: Gilbert Quezada

3. Date Program Began: 1984

4. Number of Participants (1986-87): 75

5. Age Range Served: 11-19

6. Population(s) Served: Grades 7-12

7. Program Eligibility Criteria: Class failures, Absences, Behavior problems, Test scores, Serious economic and social problems, Low self esteem.

8. Program Exit Criteria: Depends on credits needed for graduation.

9. Program Type: [✓ Dropout Prevention] [✓ Dropout Recovery] Other

10. Estimated (avg.) # of days participants spend in program: One Year

11. Sponsoring Agency (Fiscal Agent): South San Antonio ISD

12. Source(s) of Program Funds: Coca Cola and South San Antonio ISD

13. Description of Program Objectives:
VYP program goals are improving student self-concept, increasing school attendance, improving basic academic skills and the teaching of acceptable school behavior.

14. Description of the Program and Services Provided:
Program stresses improvement of basic academic skills through motivational and educational support and encouragement. The program includes school/business partnerships, parent outreach/involvement, field trips and access to role models. Services provided include teacher and peer tutoring, young child tutoring and basic skills instruction.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:
94% retention rate, inspires interest in post secondary education, improved behavior

16. Special Factors to Consider in Implementing Program at Another Site:
Students need an option to earn academic credit for the five hours per week spent in the program.

17. Project Evaluation: [✓ External Eval.] Internal Eval. No Eval. Yet

18. Address of Project:

Valued Youth Partnership Program
2515 Sioux Street
San Antonio, Texas 78224
512-921-0017

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Valued Youth Partnership Program (VYP)

2. Contact Person: Sylvia Hinojosa 3. Date Program Began: 1984

4. Number of Participants (1986-87): 50 5. Age Range Served: 14-19

6. Population(s) Served: Grades 7-12

7. Program Eligibility Criteria: Failed classes, Chronic absences, Social programs, Scores on standardized tests, Financial problems, Low self-esteem.

8. Program Exit Criteria: Graduation

9. Program Type: [✓ Dropout Prevention] [✓ Dropout Recovery] Other

10. Estimated (avg.) # of days participants spend in program: As long as necessary..

11. Sponsoring Agency (Fiscal Agent): Edgewood ISD

12. Source(s) of Program Funds: Coca Cola and Local Funds

13. Description of Program Objectives:
VYP mail goals are to improve the student's self-image, increase school attendance, improve the student's basic skills level; and to teach students acceptable school behavior.

14. Description of the Program and Services Provided:
Program focuses on the basic academic skills and motivation of students. This program involves the school, businesses, teachers and students in providing tutoring, role models, field trips and educational instructions for participants.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:
Keeps students in school, builds self-esteem, improves academic success, less discipline problems.

Continued/dependable funding for stipends to students - coordinate between high school and elementary school in matching schedules. Develop tutoring curriculum. Transportation from High School to Elementary School cuts into tutoring time - close proximity of schools is important.

16. Special Factors to Consider in Implementing Program at Another Site:
Funding, commitment of elementary and high school staff and administration.

17. Project Evaluation: [✓ External Eval.] Internal Eval. No Eval. Yet

18. Address of Project:
Valued Youth Partnership Program (VYP)
5358 W. Commerce
San Antonio, Texas 78219
512-433-9412

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Visiting Teachers

2. Contact Person: Dr. Lucille L. Santos 3. Date Program Began: 1946

4. Number of Participants (1986-87): 11,955 5. Age Range Served: 4-18

6. Population(s) Served: Grades PreK-12

7. Program Eligibility Criteria: Number of absences and class failures; referrals by teacher, counselors, parents, agencies and administrators.

8. Program Exit Criteria:

9. Program Type: [✓ Dropout Prevention] Dropout Recovery Other

10. Estimated (avg.) # of days participants spend in program: As long as necessary.

11. Sponsoring Agency (Fiscal Agent): San Antonio ISD

12. Source(s) of Program Funds: Compensatory funds

13. Description of Program Objectives:
The Visiting Teachers program objectives are to improve attendance and to make school more meaningful.

14. Description of the Program and Services Provided:
Program focuses on referrals to appropriate agencies; liaison between student and school; provides home visits by program staff.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:

16. Special Factors to Consider in Implementing Program at Another Site:

17. Project Evaluation: External Eval. [✓ Internal Eval.] No Eval. Yet

18. Address of Project:
Visiting Teachers
141 Lavaca Street
San Antonio, Texas 78210
512-299-5663

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: White Oak ISD Dropout Prevention

2. Contact Person: Robert Bohn 3. Date Program Began:

4. Number of Participants (1986-87): 369 5. Age Range Served: 15-19

6. Population(s) Served: Grades 10-12, Out of School Youth.

7. Program Eligibility Criteria: Absences, Class Failures, Behavior Problems, Math/Language Scores, Health Problems, Referrals.

8. Program Exit Criteria: Graduation, GED

9. Program Type: [✓ Dropout Prevention] Dropout Recovery Other

10. Estimated (avg.) # of days participants spend in program: As Long As Necessary

11. Sponsoring Agency (Fiscal Agent): White Oak ISD

12. Source(s) of Program Funds:

13. Description of Program Objectives:
For each student to obtain a high school diploma.

14. Description of the Program and Services Provided:
Program emphasizes basic academic skills, GED prep, interim education for pregnant/Ill students, job skills and the improvement of the student's self image. Program elements include parent outreach, motivational strategies, career counseling, and various in-service activities. The program also provides individual counseling, special education, test interpretation, parent conferences and referral services.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:

16. Special Factors to Consider in Implementing Program at Another Site:

17. Project Evaluation: External Eval. Internal Eval. [✓ No Eval. Yet]

18. Address of Project:
White Oak ISD Dropout Prevention
200 South White Oak
White Oak, Texas 75693
214-759-4492

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Youth At Risk - Dropout Prevention

2. Contact Person: Dr. Lucille L. Santos 3. Date Program Began: 9/1/82

4. Number of Participants (1986-87): 1,200 5. Age Range Served: 6-21

6. Population(s) Served: In-School and Out-Of-School Youth.

7. Program Eligibility Criteria: At Risk or Dropout.

8. Program Exit Criteria: Participation in a school program or an out of school program.

9. Program Type: [✓ Dropout Prevention] [✓ Dropout Recovery] Other

10. Estimated (avg.) # of days participants spend in program: 5-183

11. Sponsoring Agency (Fiscal Agent): San Antonio ISD

12. Source(s) of Program Funds: Local

13. Description of Program Objectives:
To identify at-risk youth and then provide counseling, tutoring and/or alternative programs to help prevent dropouts. To offer special services to dropouts and provide options for participation in school or out of school programs.

14. Description of the Program and Services Provided:
Identification and counseling services to at-risk youth and dropouts. Also, planning and implementing remedial and alternative programs.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:
Large number back into regular school program. High percentage enrolled in GED and successfully completed GED.

Approximately a third of the young men who come through the program have police records. Our statistics reflect that almost every girl is either pregnant or just recently had a baby.

16. Special Factors to Consider in Implementing Program at Another Site:
Professionally trained counselor with commitment to dropout prevention and a great deal of knowledge about community resources.

17. Project Evaluation: External Eval. Internal Eval. [✓ No Eval. Yet]

18. Address of Project:

Youth At Risk-Dropout Prevention
141 Lavaca Street
San Antonio, Texas 78210-1095
512-299-5663

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Youth Opportunity Unlimited

2. Contact Person: Dr. Mark Cooper 3. Date Program Began: 1986

4. Number of Participants (1986-87): 98 5. Age Range Served: 14-15

6. Population(s) Served: High School Youth.

7. Program Eligibility Criteria: Age, Income, School Records, Referrals.

8. Program Exit Criteria: Program Completion.

9. Program Type: [✓ Dropout Prevention] Dropout Recovery Other

10. Estimated (avg.) # of days participants spend in program: 60

11. Sponsoring Agency (Fiscal Agent): Lamar University

12. Source(s) of Program Funds: JTPA, Federal

13. Description of Program Objectives:
To prevent dropouts.

14. Description of the Program and Services Provided:
The program focuses on improving participant's basic academic skills and job skills. Program utilizes school/business partnerships and motivational strategies and offers career and self-worth guidance and counseling and classroom/work experience.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:

16. Special Factors to Consider in Implementing Program at Another Site:

17. Project Evaluation: [✓ External Eval.] [✓ Internal Eval.] No Eval. Yet

18. Address of Project:
Youth Opportunity Unlimited
P. O. Box 10034
Beaumont, Texas 77710
409-880-8673

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Youth Opportunities Unlimited

2. Contact Person: Grace Butler Chisolm 3. Date Program Began: 7/6/87

4. Number of Participants (1986-87): 122 5. Age Range Served: 14-15

6. Population(s) Served: Economically disadvantaged. Potential dropouts.

7. Program Eligibility Criteria: Age, Potential dropout, JTPA income eligible, Limited educational environment in the home.

8. Program Exit Criteria: Completion of academic requirements.

9. Program Type: [✓ Dropout Prevention] Dropout Recovery Other

10. Estimated (avg.) # of days participants spend in program: 60

11. Sponsoring Agency (Fiscal Agent): Coordinating Board; Texas College & Univ. Sys.

12. Source(s) of Program Funds: JTPA

13. Description of Program Objectives:
To instill, on the participants, the desire and motivation to complete their high school education. To provide a work experience so that participants will be cognizant of the responsibilities, attitudes and behaviors that are requisite to success in the work world. To strengthen academic skills in English and math.

14. Description of the Program and Services Provided:
The program provides positive, structured and quality experiences in basic education, electives, part time employment and a wide range of supportive services. The supportive services emphasize health counseling and related experiences which, combined with the required academic and work experience, constitute a "total immersion" program for the participants.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:
The average participant surpassed 2 or more months academic growth. The president of the University awarded 10 scholarships to chosen participants. Employers of participants provided extra rewards for the students' help.

Problems: Participants' loneliness; Too much to accomplish, to little time.

Solutions: Revision of initial schedule to provide more private time for participants, Held parent's weekend, Scheduled time for letter writing by participants to encourage responses from their parents and friends

16. Special Factors to Consider in Implementing Program at Another Site:
The site would need to be an academic institution, in order that the participants could receive academic credit for their coursework.

17. Project Evaluation: [✓ External Eval.] [✓ Internal Eval.] No Eval. Yet

18. Address of Project: Youth Opportunities Unlimited
151 W. Bizzell
College Station, Texas 77843-3262
409-845-9477

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Youth Opportunities Unlimited

2. Contact Person: E. Estes 3. Date Program Began: 7/6/87

4. Number of Participants (1986-87): 52 5. Age Range Served: 14-15

6. Population(s) Served: Potential High School Dropouts.

7. Program Eligibility Criteria: Referral

8. Program Exit Criteria: Eight Week Program.

9. Program Type: [✓ Dropout Prevention] Dropout Recovery Other

10. Estimated (avg.) # of days participants spend in program: 60

11. Sponsoring Agency (Fiscal Agent): Texas A&M University at Galveston

12. Source(s) of Program Funds: JTPA

13. Description of Program Objectives:
To increase each student's desire to complete a high school education. To generate an enthusiasm for learning. To increase each student's abilities to perform successfully in school and obtain employment. To provide students the opportunity to gain academic credit for skills and knowledge gained. To acquaint student with a wide variety of college campus activities. To promote healthful behavior and provide health care.

14. Description of the Program and Services Provided:
YOU is a university based, residential education and work experience summer program consisting of an 8 week total immersion experience for economically disadvantaged 9th & 10th grade students in danger of dropping out. The program provides orientation sessions for students and their families. Participants attend class one-half day five days a week and receive academic credit in math and English, the other half-day is spent at meaningful on-campus jobs for which students earn minimum wage. Participants are also provided individualized tutoring, career awareness sessions and personal and vocational counseling, cultural and recreational enrichment programs.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:
The program has succeeded in enabling hundreds of 14 and 15 year-olds to remain in school, to be more successful in school and to be more likely to attend college.

16. Special Factors to Consider in Implementing Program at Another Site:

17. Project Evaluation: [✓ External Eval.] Internal Eval. No Eval. Yet

18. Address of Project:
Youth Opportunities Unlimited
P. O. Box 1675
Galveston, Texas 77553
409-740-4516

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Youth Opportunities Unlimited

2. Contact Person: Dr. Duke Brannen 3. Date Program Began: 5/85

4. Number of Participants (1986-87): 92 5. Age Range Served: 14-15

6. Population(s) Served: Potential Dropouts.

7. Program Eligibility Criteria: Age, Grade Level, High-Risk, Economically Disadvantage

8. Program Exit Criteria: Return to school, Completed program objectives.

9. Program Type: [✓ Dropout Prevention] Dropout Recovery Other

10. Estimated (avg.) # of days participants spend in program: 60

11. Sponsoring Agency (Fiscal Agent):ARK-TEXCOG, ETCOG, DETCOG, City of Houston PICs.
12. Source(s) of Program Funds: JTPA

13. Description of Program Objectives:
To increase each student's desire to complete a school education. To help generate in each student and family an enthusiasm for learning. To increase each student's abilities to perform successfully in school and gainful employment. To provide each student the opportunity to gain academic credit for skills and knowledge gained during the summer program. To acquaint each student with a wide variety of activities found on a college campus.

14. Description of the Program and Services Provided:
The T.E.A. and the Coordinating Board, Texas College and University System, provide this summer educational program. It is a residential, university-based education and work experience program constituting an 8-1/2 week total immersion experience. Students attend class 1/2 day five days a week and receive academic credit in mathematics and English; the other 1/2 day is spent in meaningful on-campus jobs for which participants earn minimum wage. Students are also provided individualized tutoring, career awareness sessions and personal and vocational counseling. A full weekend and evening agenda of cultural and recreational program adds to this experience.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:
100% of students returned to school. 50% make all A's & B's. 40% make B's and C's. 80% show significant gains as measured by achievement tests. Students add $670.00 to their families income.

Late selection of participants does not allow time to receive school principal's recommendations for each student; Incomplete and/or confusion over records; Transportation from small scattered towns; Health Clinic does not release information to Headmaster who feels he is the parent.

16. Special Factors to Consider in Implementing Program at Another Site:
100% support by the University President

17. Project Evaluation: [✓ External Eval.] [✓ Internal Eval.] No Eval. Yet

18. Address of Project:
Youth Opportunities Unlimited
P.O. Box 13018
Nacogdoches, Texas 75962-3018
409-568-1891

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Youth Opportunities Unlimited

2. Contact Person: Orphalinda Bazan

3. Date Program Began: 6/6/87

4. Number of Participants (1986-87): 133

5. Age Range Served: 14-16

6. Population(s) Served: High Risk Students.

7. Program Eligibility Criteria: Age, 9th or 10th Grade, JTPA eligible.

8. Program Exit Criteria: Termination of program

9. Program Type: [✓ Dropout Prevention] Dropout Recovery Other

10. Estimated (avg.) # of days participants spend in program: 60

11. Sponsoring Agency (Fiscal Agent): Southwest Texas State University

12. Source(s) of Program Funds: Department of Labor

13. Description of Program Objectives:
To make students aware of work-world, make students aware of college. Make student aware of the importance of education.

14. Description of the Program and Services Provided:
Students work 1/2 day, go to classes 1/2 day. Students attend tutoring and career classes. Students attend various recreational functions.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:
Many students are recognized as outstanding workers. Over 90% pass classes. The problem of students' schedule rigidity was solved by a change in the Friday schedule.

16. Special Factors to Consider in Implementing Program at Another Site:
Dormitory rooms, certified staff, available classroom

17. Project Evaluation: External Eval. [✓ Internal Eval.] No Eval. Yet

18. Address of Project:

Youth Opportunities Unlimited
P. O. Box 1003 - SWTSU Station
San Marcos, Texas 78666
512-245-2058

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Youth Opportunities Unlimited

2. Contact Person: Dr. Jacqueline Cuevas 3. Date Program Began: 6/13/87

4. Number of Participants (1986-87): 101 5. Age Range Served: 14-15

6. Population(s) Served: Economically disadvantaged.

7. Program Eligibility Criteria: Completion of 8th/9th grade. Age. Income. Not Special Ed. Not emotionally or behaviorally disturbed.

8. Program Exit Criteria: Completion of program.

9. Program Type: [✓ Dropout Prevention] Dropout Recovery Other

10. Estimated (avg.) # of days participants spend in program: 56

11. Sponsoring Agency (Fiscal Agent): City of Dallas, West Central Texas COG

12. Source(s) of Program Funds: JTPA

13. Description of Program Objectives:
90% participants would complete programs. 2 months gain (CAT) English and math. Participants each 1/2 English and 1/2 math credit. Participants earn minimum wage for 290 hours of work. Participants engage in "cultural" experiences. Participants stay and complete high school. Participants continue in school or are gainfully employed.

14. Description of the Program and Services Provided:
4 hours daily English and math/4 hours daily employment (5 days). Evenings: classes in computers, music, dance, theater, photography, video-taping and instructions in tennis, basketball, volleyball, soccer. Friday evenings presentations by NATO personnel, trips to local companies, visits to museums, weekend trips, career counseling, study skills courses and invited speakers. Personal development in small groups.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:
Significant improvement in CAT scores.
Inappropriate selection of participants by Dallas SDA/More specific criteria for next year.

16. Special Factors to Consider in Implementing Program at Another Site:
Complete support of administration necessary. Difficult population - disturbs some faculty.

17. Project Evaluation: External Eval. Internal Eval. [✓ No Eval. Yet]

18. Address of Project:

Youth Opportunities Unlimited
3400 Taft Blvd.
Wichita Falls, Texas 76308-2099
817-692-6611 Ext. 4347

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Youth Opportunities Unlimited (YOU)

2. Contact Person: J.E. (Jay) Pennywell 3. Date Program Began: 6/10/84

4. Number of Participants (1986-87): 123 5. Age Range Served: 14 & 15

6. Population(s) Served: Disadvantaged; at-risk students.

7. Program Eligibility Criteria: JTPA eligible, 14-15 years of age, Entering 9th or 10th grade.

8. Program Exit Criteria: Improved performance on CAT by at least 2 months.

9. Program Type: [✓ Dropout Prevention] Dropout Recovery [✓ Other]

10. Estimated (avg.) # of days participants spend in program: 60

11. Sponsoring Agency (Fiscal Agent): Prairie View A&M University

12. Source(s) of Program Funds: Harris County PIC, City of Houston JTPC, JTPA

13. Description of Program Objectives:
The major academic thrust of the YOU program is to upgrade the academic skills of the participants in English and mathematics and to better prepare them to continue their formal education, so that they may ultimately experience success in a career of their choice.

14. Description of the Program and Services Provided:
The YOU Program is a basic education-work experience program. Students can earn up to one high school credit for English (1/2) and Math (1/2). In addition, they can earn up to $670.00 ($3.35 per hour) during the 8 week period. Personal and academic counseling is provided. Students take educational and cultural field trips. They also participate in a variety of social and recreational activities and elective courses.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:
Performance of the group overall has always exceeded the minimum requirements. Discipline problems that were encountered were resolved through counseling or dismissal of student. Late identification of students to enroll in the program is a major problem. The Service Delivery Areas (SDAs) make a concerted effort to identify students early, but are not always successful.

16. Special Factors to Consider in Implementing Program at Another Site:
Housing and classroom facilities, staff to provide supervision and ensure safety, certified teaching staff, dining and recreational facilities, health care, adequate number of job sites and accounting capabilities.

17. Project Evaluation: [✓ External Eval.] [✓ Internal Eval.] No Eval. Yet

18. Address of Project:
Youth Opportunities Unlimited
P. O. Box 66
Prairie View, Texas 77446-0066
409-857-2055

DESCRIPTION OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS

1. Official Name of Program: Youth Opportunities Unlimited (YOU) Program

2. Contact Person: Mary Herrera 3. Date Program Began: 6/3/87

4. Number of Participants (1986-87): 85 5. Age Range Served: 14-15

6. Population(s) Served: High school students.

7. Program Eligibility Criteria: JTPA eligible. Selection by SDA.

8. Program Exit Criteria: Successfully participated in all aspects of the program.

9. Program Type: [✓ Dropout Prevention] Dropout Recovery Other

10. Estimated (avg.) # of days participants spend in program: 60

11. Sponsoring Agency (Fiscal Agent): Cameron County PIC, Dept. of Community Affairs

12. Source(s) of Program Funds: Title 11 Funds

13. Description of Program Objectives:
The YOU program is designed to help encourage the economically and academically disadvantaged high school student to remain in school and to give the student an employment experience which will help him/her in choosing a career.

14. Description of the Program and Services Provided:
Students receive academic instruction in English and math. Successful completion of these courses can earn the student 1 unit of high school credit. Students have the opportunity to earn $670.00 from job site experience provided by the university. Tutoring, Career Awareness, Group Counseling, Recreational activities and special elective classes are also part of the program. Medical and health services are also provided and the students reside in the university dorms and have access to university facilities.

15. Specific Successes of the Program/Problems Encountered/Solutions Used:
Students participating in the YOU program are staying in school and graduating from high school. 5 students are given the opportunity to earn a $1,000.00 Scholarship to be used upon High School graduation.

Some of these students have a lot of home problems, personal problems and health problems. Having counselors work with them one-to-one basis helps build their self-esteem. Individualized attention seems to help as some of these students have never had anyone pay any attention to them. Health services provided.

16. Special Factors to Consider in Implementing Program at Another Site:
Program is designed to take place in a university setting.

17. Project Evaluation: [✓ External Eval.] [✓ Internal Eval.] No Eval. Yet

18. Address of Project:
Youth Opportunities Unlimited (YOU) Program
1201 W. University Drive
Edinburg, Texas 78539
512-381-2574

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APPENDIX A.

SUGGESTED READINGS

A vast amount of research material was compiled for this report. Information and research materials not cited as part of the text are included in this section.

Texas Dropout Problem

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APPENDIX B.

INDEX OF TEXAS DROPOUT PREVENTION AND RECOVERY PROGRAMS BY COUNTY

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Project Rescue	003-903	300
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